

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

BOARD MEETING AGENDA

*Whitman College
Reid Campus Center, Ballroom A
345 Boyer Avenue, Walla Walla
May 25, 2006*

8:00 **Breakfast (Work Session) – Reid 110**
Informal discussion based upon committee meetings and other events.

9:00 **Welcome and Introductions**

- Gene Colin, HECB Chair
- Dr. George Bridges, President, Whitman College

Approval of the March 30, 2006 Meeting Minutes

1

Consent Item

**New Academic Degree Program Approval: BS in Agricultural and
Food Systems, WSU**
Resolution 06-09

2

9:15 **Report of the Executive Director**

Dr. Jim Sulton, executive director, will report on the status of various agency programs and activities, including:

- College and university applications and enrollment trends
- Transfer and articulation framework
- Washington Learns

9:30 **Guaranteed Education Tuition (GET) Program Enrollment**

3

Betty Lochner, director of the GET program, will present key highlights of Washington's prepaid college tuition plan, which was established in 1997. The report will include the impact of recent federal laws on the treatment of prepaid plans.

10:00 Financial Aid Committee

Jesus Hernandez, chair

Review of Private Career School Eligibility Criteria to Participate in the State Need Grant Program**4**

John Klacik, director of Student Financial Assistance, and Helen Horton from ITT Technical Institute, representing the Washington Federation of Private Career Schools and Colleges, will brief the board on a project on which they and other representatives of the private career schools are currently collaborating. The project aims to review eligibility criteria for for-profit schools to participate in the State Need Grant program.

10:30 Education Committee

Dr. Sam Smith, chair

Discussion and Action: Statewide Higher Education Accountability Framework and Targets**5*****Resolution 06-10***

Government and University Relations director Chris Thompson and Debora Merle, higher education policy advisor to the governor, will discuss proposed changes to the current accountability framework. Changes were designed to combine separate accountability and monitoring requirements contained in the board's enabling legislation and the state's biennial budget. In addition, Thompson and Merle will discuss targets proposed by the state's public institutions for a variety of measures, such as number of degrees to be conferred, freshman retention and graduation rates.

11:30 Discussion and Action: Awards in the High-demand Grant Program**6*****Resolution 06-11***

As a response to student demand, employer demand, and below-average participation rates, the legislature has funded 80 full-time equivalencies (FTEs) to be distributed by the board for the 2006-2007 academic year. Joann Wiszmann, deputy director, will report on the competitive process used to award the grants. A review committee evaluated the proposals and made funding recommendations for the board's consideration.

12:00 Recess for Lunch*(Ballroom B - no official business)***1:00 Presentation and Action: Washington State Transition Mathematics Project and College Readiness Mathematics Standards****7****Master Plan Policy Proposal 8: Helping students make the transition to college*****Resolution 06-12***

Dr. Bill Moore, director of the Transition Mathematics Project (Coordinator, Assessment Learning and Teaching, SBCTC) will discuss what standards have been developed to minimize the number of students requiring remedial math when beginning college. Ricardo Sanchez, associate director for academic affairs, will provide background information and recommend board endorsement of the standards and continued support for and involvement in Phase II of the project.

1:45 Biennial Review of Academic Enrollments, Programs, and Locations 8
Master Plan Policy Proposal 6: Meeting Regional Higher Education Needs

In September 2005, the board approved a revised framework for approving new degree programs, creating off-campus teaching sites and centers, and assessment and reporting requirements for new and existing programs offered by the six public baccalaureate institutions. Dr. Randy Spaulding, senior associate director for Academic Affairs, will discuss the proposed classifications of existing off-campus instructional locations as teaching sites and centers and will summarize programs approved, name changes, reclassification and programs eliminated in the past two years.

2:15 Action: Rules Change – Resident Tuition Eligibility of Washington Tribal 9
Members***Resolution 06-13***

In accordance with legislation enacted in 2005, Spaulding will summarize the proposed rules change, which would instruct institutions to refer to the official list of federally recognized Washington tribes maintained by the Governor's Office of Indian Affairs to determine eligibility for resident tuition purposes. This language would eliminate the need to list specific eligible tribes in the Washington Administrative Code.

Public Comment**2:30 Adjournment**

Public Comment: A sign-in sheet is provided for public comment on any of the items presented above.
Meeting Accommodation: Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.

HECB 2006 Meeting Calendar

Regular Board Meeting	Advisory Council Meeting	Location
February 23, Thursday 9:00 – 4:00		Everett Community College Jackson Center Auditorium 2000 Tower St, Everett
March 30, Thursday 10:00 – 3:00		Western Washington University Old Main 340 516 High St, Bellingham
	April 20, Thursday 10:00 – 2:00	Highline Community College Student Union Bldg (#8), Mt. Skokomish 2400 S 240 th , Des Moines
May 25, Thursday 10:00 – 3:00		Whitman College Reid Campus Center, Ballroom B 345 Boyer Avenue, Walla Walla
	June 22, Thursday 10:00 – 2:00	Urban League of Metropolitan Seattle Annex 105 14 th Avenue, Seattle
July 27, Thursday 10:00 – 3:00		Grays Harbor Community College Building 200, Room 220 1620 Edward P. Smith Drive, Aberdeen
	August 24, Thursday 10:00 – 2:00	Tacoma Community College Senate Room, Opgaard Student Center 6501 S. 19 th , Tacoma
September 28, Thursday 8:00 – 5:00		State Investment Board Board Room 2700 Evergreen Parkway NW, Olympia
October 26, Thursday 10:00 – 3:00		Yakima Valley Community College Deccio Higher Education Ctr, Parker Room 16 th Avenue & Nob Hill Blvd, Yakima
	November 16, Thursday 10:00 – 2:00	Highline Community College Student Union Bldg (#8), Mt. Skokomish 2400 S 240 th , Des Moines
December 14, Thursday 10:00 – 3:00		University of Washington Walker Ames Room Seattle

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May 2006

Minutes of March 30 meeting - Draft

HECB Members Present

Mr. Gene Colin, chair
Ms. Ethelda Burke
Ms. Roberta Greene
Mr. Lance Kissler
Mr. Mike Worthy

Welcome

Chairman Gene Colin opened the meeting by inviting board, staff and attendees to introduce themselves. He thanked Western Washington University President Karen Morse for hosting the meeting, and asked her to say a few words.

Dr. Morse presented general information about WWU as an illustration of the institution's commitment to meeting the goals outlined in the 2004 Strategic Master Plan. She stated that the number of bachelor's degrees awarded was increasing, along with the percentage of minority students in the student body and the one-year freshman transfer-retention rates. She highlighted WWU's new degree in emergency planning and management, the Border Policy Research Institute, and the university's recent purchase of a waterfront property in Bellingham as part of a plan to expand WWU's role in the community.

February meeting minutes approved

Action: **Ethelda Burke** moved to approve the minutes of the board's February meeting; **Roberta Greene** seconded the motion. The minutes were unanimously approved.

Ph. D. program in policy and management at University of Washington approved

Action: **Roberta Greene** moved to approve the Ph. D. program in policy and management at the University of Washington. **Lance Kissler** seconded the motion. The program was unanimously approved.

Amendments to board bylaws approved

Action: **Mike Worthy** moved to approve the proposed changes to the HECB bylaws. **Roberta Greene** seconded the motion. The changes in bylaws were unanimously approved.

“Turning Promise into Practice”

Executive director Jim Sulton introduced George Scarola of the League of Education Voters Foundation (LEVf). The LEVf is concerned with education issues and funding at all levels, from pre-school to postsecondary. The foundation issues an annual *Citizen’s Report Card on Education*. The 2006 publication finds that access and affordability continue to be barriers to higher education in Washington. In addition, nearly 70 percent of Washington employers say they have difficulty finding workers with at least a bachelor’s degree.

Scarola said the LEVf grew out of a group of people who had previously worked as levy campaigners in their local school districts. In 2000, the group helped pass Initiative 728, aimed at reducing class sizes. In 2004, the group proposed Initiative 884, a statewide measure that would have funneled \$1 billion into all areas of education by adding a penny to the state sales tax. The initiative did not pass, receiving only 40 percent of the vote. Scarola said the initiative’s defeat taught the group that voters will not pass a resolution that they feel lacks accountability and transparency. Furthermore, Scarola said, it is difficult to fix a broken educational system with a broken tax system. He said the foundation is considering a similar initiative that would address a wide range of education needs.

Scarola stressed the fact that because the foundation’s roots are in the K-12 system, the LEVf is less knowledgeable about higher education; thus much of the information the foundation uses in its advocacy around higher education issues comes from the HECB. The group’s higher education goals include: providing every Washington student with at least two years of post-secondary education and ensuring that every student who is interested in pursuing higher education has access to a post-secondary institution; halving the achievement gap between white and minority groups in higher education; and limiting post-secondary tuition rates to 30 percent of the state’s median family income. Employment goals set by the LEVf include ensuring that Washington will produce enough qualified graduates for projected jobs in high-demand areas, and that 80 percent of Washington employers will be assured of a sufficient number of applicants for job openings.

The *Citizen’s Report Card on Education*, which issues grades to educational institutions based on the foundation’s goals, will soon increase its focus on higher education. Scarola said that setting the agenda is a crucial step in shaping the debate over the next five to 10 years. In this light, he mentioned Washington Learns, an 18-month study commissioned by Governor Gregoire to examine the state’s education system, that will issue its final report in November.

Report of the Executive Director

- **Abolishing the 50 percent rule**

Sulton apprised the board that Congressional reauthorization of the Higher Education Act earlier this year eliminated the 50 percent rule, which prohibited colleges and universities that enroll 50 percent or more of their students at a distance or provide more than 50 percent of their courses via distance education, from participating in federal student aid programs. The 50 percent rule was enacted in 1992 to help stop the proliferation of diploma mills that paralleled the increasing popularity of the Internet. When the rule was enacted, traditional brick-and-mortar institutions rarely offered distance-education programs; today, however, online education plays an increasingly important role in such institutions, to the extent that some are nearing the 50 percent limit. In 1998, Congress reinstated the “Distance Education Demonstration Program,” which waives the 50 percent rule for some institutions. Some participating institutions consequently saw a dramatic increase in their online enrollments.

Sulton said that students who enroll in distance-learning programs tend to be between the ages of 25 and 34 and are more likely to belong to an ethnic minority group than their brick-and-mortar counterparts. In addition, over 50 percent of these students qualify for federal financial aid. Quoting California Representative Buck McKeon, Sulton stated that outdated laws concerning distance education are depriving the most vulnerable students of a post-secondary education. Research shows that qualitatively, an education obtained via the Internet is comparable – and sometimes superior – to a traditional education. Furthermore, distance learning increases accessibility for working adults. This is especially significant in light of the fact that the United States ranks 14th in college graduation rates among developed nations, and that some experts project a shortage of 14 million highly skilled workers by 2010.

Greene asked about the relationship between distance learning and the amount of time that students need to complete their degrees. Sulton stressed that online education should not be seen as a panacea to address the prolonged time-to-degree issue, and that such factors as faculty shortages and students changing their majors need to be taken into account.

Members of the audience pointed out that college is a time for exploration and discovery, and that not all students enter college knowing what they want to study. Furthermore, an increasing number of programs (such as accounting) require five years for degree completion; these programs drive the average upward. In addition, being prepared for college – i.e., having completed all preliminary requirements before leaving high school – helps reduce time-to-degree. Finally, the six-year retention rate is not an average; average length of time to degree completion is only 4.38 years.

- **Dr. Carol Twigg and the “Program in Course Design”**

Sulton also briefed the board on the efforts of Dr. Carol Twigg, executive director of the Center for Academic Transformation at Rensselaer Polytechnic Institute. The center is dedicated to the effective use of information technology in higher education. Focusing on high-enrollment introductory courses, the Program in Course Redesign has collaborated with 30 institutions in using technology to reduce costs and enhance quality. Participating institutions reduced costs by an average of 40 percent, with a range of 20 to 84 percent. The center is currently focusing on expanding the program to additional institutions.

- **Update on Snohomish, Island, Skagit counties project (SIS)**

HECB staff, consultants, and the Project Coordination Team met in Everett on March 27 to review the project’s mission statement, discuss alternatives developed to date, and review the criteria to be used for evaluating the alternatives. The next step in the project is scoring and ranking the alternatives and developing a locale analysis.

Report of the Executive Committee

Colin discussed the increasing demand for project managers and engineers in the construction industry. He suggested that the HECB consider playing a more active role in fronting initiatives and becoming a resource for business.

He also discussed the board’s plan to hold a series of workshops throughout the state – beginning in Vancouver in May – to gather information from legislators, educators and the general public regarding higher education issues. He said the meetings would provide an opportunity to “look at what we provide to our customers,” bearing in mind that the “customers” vary by issue – whether legislators, institutions, or students.

Colin said that board members would lead the workshops in their regions, and that at the end of the year, information gathered from the meetings would be summarized in a report that could be used in developing the 2008 Strategic Master Plan.

HECB Legislative Issues: 2006 Report

Chris Thompson, director of governmental, college and university relations, and HECB deputy director Joann Wiszmann updated the board on higher education bills that were passed during the 2006 legislative session.

- Board appointments – Sam Smith has been confirmed by the Senate.

- SHB 2867 – WSU-Tri-Cities will become a four-year institution. The university must submit a proposal to the HECB by November 30, 2006. If approved, WSU-TC will begin admitting freshmen in fall 2007.
- SHB 3113 – 250 FTEs are to be reallocated to NSIS, using the university center model.
- SHB 2233 – Institutions are required to do outreach to veterans to encourage them to use tuition waivers.
- SHB 2817 – Institutions are encouraged to increase participation in the engineering, technology, biotechnology, computer science, math, and science fields. The HECB is to report biennially on enrollment, degrees granted, expenditures, and private-public partnerships in these fields.
- ESHB 2507 – Degree-granting institutions operating in Washington must be accredited. Issuing false academic credentials is now a class C felony; knowingly using false credentials is now a gross misdemeanor.
- SHB 3087 – Institutions are encouraged to reduce the cost of materials that students are expected to purchase; for example by apprising faculty of those costs.
- HB 2989 and SSB 6171, which would have created conditional scholarships for prospective math and science teachers and for students wishing to earn teaching certificates for bilingual or special education, did not pass. The existing Future Teachers Conditional Scholarship program administered by the HECB is flexible enough to be targeted to these populations. Instead of passing the proposed measures, the legislature elected to provide additional funding for the existing scholarship.

Wismann noted that the volume of higher education-related bills introduced during the 2006 session was unusually high, and tends to be commensurate with the state's economic climate.

Sulton noted that efforts are underway to review the manner in which the board's student member is appointed.

Kissler expressed the need to reach out to students in order to increase their involvement in higher education issues and improve communication between students and the HECB. He also briefed the board on his plans to host open forums on campuses throughout the state over the next few months – with the first meeting scheduled for WWU the following day.

Greene asked about SHB 1986, which would have required the HECB to study current tuition waiver practices. Wismann said the demise of the bill did not prevent the board from conducting the study. She said the current tuition waiver system is arcane and there is a need for such a study, and the body of data already exists. The board would then have to decide whether they wanted to conclude the report with a recommendation or with draft legislation.

Report of the Education Committee

- **The Role of Independent Colleges in Washington's Higher Education System**

Violet Boyer, president and CEO of the Independent Colleges of Washington (ICW) presented a report on the 10 private colleges that belong to the association. Thirty-three thousand students attend the state's independent colleges; two-thirds of whom are Washington residents. The proportion of minority students is the same at independent colleges as it is in the public institutions. A quarter of the students receives State Need Grants; one-third receives federal Pell grants.

Independent colleges represent only one percent of Washington's higher education budget – all of it through student aid – yet they award about one quarter of all baccalaureate degrees conferred in Washington. The colleges employ about 5,000 faculty and staff statewide.

ICW statistics show that State Need Grant (SNG) recipients in private institutions are comparable to non-recipients in terms of the length of time to degree completion and average family income. SNG recipients are more likely than non-recipients to enroll in full-time graduate programs. Boyer pointed out that minority enrollment rates at the private colleges are increasing faster than those of Caucasian students. Seventy-five percent of students graduate within four years, compared to 59 percent of students at public institutions. She said the difference might be the result of a greater focus on student orientation (through counseling and advising) at the independent colleges, as well as the fact that private tuition is significantly higher.

More than one-third of the degrees awarded in the high-demand areas of teaching and nursing are conferred at independent institutions.

Boyer said the independent schools and public institutions currently collaborate in a variety of ways. For example, private institutions already participate in the state's transfer system. Continued collaboration could include appointing a student from one of the private colleges as the HECB student member; funding high-demand programs at the independent colleges; and involving the independent colleges in planning program offerings.

Sulton said the tradeoff for the private colleges' participation in the state-funded high-demand program would be accountability. The colleges would have to be willing to comply with the same reporting requirements that the state expects from its public institutions. Boyer said there are models from other states wherein the state contracts with the schools to deliver high-demand programs. She said that accountability measures can be built into the contracts.

- **Proposal: Revisions to Current Accountability Framework**

Thompson provided background information and an overview of the state's accountability effort. The HECB has been charged by law with establishing a system for monitoring and reporting

biennial performance targets, as well as conducting an annual review of actual achievements. One of the 11 strategic initiatives established to achieve the goals of the master plan was enhancing accountability. To that end, in early April 2005, the board adopted an accountability framework. Later that month, the legislature adopted its 2005-07 operating budget, which included additional provisions regarding accountability.

As a result, discrepancies in accountability monitoring between the strategic master plan and the state operating budget gave rise to a set of difficulties, including:

- Multi-agency oversight of accountability;
- Differing emphases in the master plan and the budget;
- Differing time frames;
- Blurred focus, due to the weight and number of provisions;
- Unclear expectations;
- Misalignment between goals stated in the master plan and their implementation on college campuses;
- Frequent accountability policy changes;
- Lack of clarity regarding the consequences of not meeting the specified targets

An extraordinary meeting of the board's education committee was convened with legislators, institutions, the Office of Financial Management, the Council of Presidents, legislative staff and others invited to attend. A number of follow-up meetings and conversations ensued, as well as briefings with legislative staff and the House and Senate education committees. The outcome of these meetings is as follows:

The proposed framework includes performance indicators with targets and performance indicators without targets. In addition to the measures currently listed in the proposed framework, the HECB education committee agreed that tracking transfer students was important and an additional measure should be developed. In terms of timelines, target cycles for two-year institutions would remain at two years. Target cycles for four-year institutions would change from two years to six years, with checkpoints every two years. This proposed change addresses the institutions' concern that the current framework does not allow enough time to implement programs.

The two-year checkpoints would help track the progress made by the institutions, but would primarily be used as internal planning tools, rather than opportunities to evaluate program implementation. In addition to the two-year checkpoints and as required by law, an annual performance review and a biennial achievement report would be developed by the board. Furthermore, a new six-year cycle would begin every four years, in conjunction with the board's adoption of a new strategic master plan.

At the two-year college level, the following indicators would remain unchanged:

- Number of associate degrees awarded;
- Number of students ready for transfer;

- Number of students ready for work;
- Number of students having achieved competency in a basic skill.

Based on the input of the board's education committee, a measure of successful transfer from the two-year to the four-year sector will be developed.

At the four-year college level, the number of indicators with targets would be reduced and streamlined:

- Number of bachelor's degrees awarded;
- Number of bachelors' degrees awarded in high-demand areas;
- Number of advanced degrees awarded;
- Six-year graduation rates for freshmen;
- Three-year graduation rates for transfer students;
- Freshman retention rates;
- Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for graduation.

The Graduation Efficiency Index would be discarded as an indicator.

The general impetus behind these changes was the perceived necessity to increase the number of quantifiable indicators; however, non-quantifiable indicators such as accessibility and quality of education will be retained.

Indicators without targets would be:

- Results for Pell grant recipients on indicators with targets, such as numbers of degrees awarded , graduation rates and retention rates;
- Data from a revised job placement and employer satisfaction survey; and
- Up to three indicators developed by each individual institution, with the option of associating targets.

The HECB is in the process of designing an analytical template by which to evaluate the institutions' proposed targets. The board will be asked to take action on the framework proposed by HECB staff, as well as the targets proposed by individual institutions, during its May 25 meeting.

Long-term goals related to accountability have been expressed:

- The legislature is interested in designing a system to measure quality at the institutions. "Quality" could be measured in a number of different ways – for example, by evaluating how well college graduates are prepared to enter their field, or how proficient and efficient they are once employed. According to Sulton, quality could mean different things to different institutions, the key being mutual agreement between the institution and the HECB.
- Institutions have expressed the desire to hold an annual "best practices" summit to further improve accountability;

- HECB staff and OFM staff felt the data that will be gathered could be more than just informational.

CWU Provost David Soltz said that all the public institutions took part in discussions surrounding the revisions. A representative from the American Federation of Teachers said that while faculty have not been asked to participate in the discussions thus far, they have many ideas about how to define quality, especially at the early policy level.

Report of the Fiscal Committee

- **2006 Higher Education Supplemental Operating Budget as Passed by the Legislature**

Chair Mike Worthy said the fiscal committee met on March 20, and reviewed the status of the 2006 supplemental budgets, the Gardner-Evans bonds, and a timeline for the 2007-09 biennial budget development process. (The supplemental budget had not yet been signed by the governor at the time of the meeting.)

HECB Fiscal Policy Analyst Holly Lynde presented the highlights of the supplemental operating budget. The budget added \$1 billion, or 2 percent, to the 2005-07 biennial budget, half of which came from the state general fund. An additional \$1 billion went into savings. The 2005-07 biennial budget included a 1.7 percent increase in the higher education budget's general fund and a .7 percent increase in total funds. Higher education's share of the budget now accounts for 16.4 percent of the total.

Senate Bill 6386 was passed by both houses. The highlights of the bill are as follows:

High-demand enrollment: Research institutions received FTE funds specifically for high-demand fields such as nursing, engineering and math. The HECB also received \$900,000 for 80 FTEs to be allocated through a competitive process to the comprehensive institutions. In addition, the State Board for Community and Technical Colleges (SBCTC) received funding for 187 FTE to be distributed amongst the community and technical colleges.

WSU-Tri-Cities received \$250,000 for their upcoming expansion. SBCTC received additional funding for existing FTEs and for planning for applied baccalaureate degrees.

The HECB received funding for its financial aid and scholarship programs: GEAR UP received \$75,000; the Future Teachers Conditional Scholarship program received \$500,000 (for teachers specializing in bilingual education, special education, math and science). SBCTC received \$4 million for the Opportunity Grants pilot program, which requires a joint evaluation report from SBCTC and the HECB.

Program enhancements: the UW received \$6.1 million; WSU received \$2.3 million; CWU received \$330,000; EWU received \$100,000; TESC received \$360,000; WWU received \$900,000; and SBCTC received \$6.2 million.

Other funding was allocated to pay for a pilot program on faculty salaries, COLAs, and part-time employee healthcare benefits. The HECB received funding for a lease increase, and TESC received funding for a study at the Institute for Public Policy.

- **2006 Higher Education Supplemental Capital Budget as Passed by the Legislature**
Marziah Kiehn-Sanford, HECB project analyst, discussed the capital budget. Technical corrections and emergent needs projects are the traditional criteria for supplemental budget funding. The HECB recommended that a total of \$14.1 million be allocated out of the supplemental capital budget.

The institutions requested a total of \$40 million in expenditures, the HECB recommended that \$14 million be allocated, and Governor Gregoire proposed \$2.8 million in projects. The Legislature allocated nearly \$35 million to higher education. Of that amount, \$30 million will come from Gardner-Evans bonds, \$9 million from the Education Construction Account, and \$4.5 million from the State Toxics Control account to pay for a UW project that was previously funded with local dollars.

Slightly more than \$204 million of the \$750 million originally authorized in Gardner-Evans bonds remains to be allocated. Budget writers have attempted to distribute about \$250 each biennium, or roughly one-third in each of the three biennia for which funds are authorized.

The governor's budget proposed awarding nearly \$66 million to fund projects at individual institutions; the supplemental budget as passed by the Legislature awarded nearly \$12.3 million to the same projects. Supplemental capital budget additions total \$25.44 million; most of which will fund construction projects, campus expansion and land acquisition.

Report of the Financial Aid Committee

- **Proposed changes to state rules – State Need Grant and State Work Study programs**
John Klacik, HECB director for student financial assistance, described proposed changes to the rules governing the State Need Grant (SNG) and the State Work Study (SWS) programs. The proposed rules changes are both substantive and technical. Substantive rule changes include changes necessary to administer a pilot program for students attending less than half-time, a pilot program to permit applied baccalaureate degrees at community and technical colleges, and funding priority for former foster youth.

The less-than-half-time student pilot project was authorized in the 2005 session, and allows the HECB to contract with as many as 10 schools – the HECB currently contracts with nine – to award the SNG to students who are enrolled for a minimum of four or five credits. The value of

the award is equal to one quarter of the regular, full-time grant. Less-than-half-time students would not be required to be admitted into a degree program during their first year. This exemption is based on advice by the Advisory Council Committee of the participating schools, since students who enroll for only one class are more likely to be low-income and/or non-traditional, and therefore require more time to explore before committing to a degree-seeking program.

The legislature has also authorized a pilot program at the community and technical colleges to allow some schools to award applied baccalaureate degrees. Following the philosophy that student financial aid should be used to implement educational policy, a need grant would be made available to students pursuing applied baccalaureate degrees at community and technical colleges. Tuition for this program will be equal to that at a comprehensive institution, which is significantly higher than community and technical college tuition. It is proposed that the need grant be commensurate with tuition paid, rather than tuition typical to these institutions. The program could begin as early as fall 2006, but the timeline is uncertain as of yet.

HB 1079 creates a provision within the SNG and SWS programs to give funding priority to former foster youth.

Updates:

- In order to design a clearinghouse to connect grant donors with grant recipients, the Scholarship Coalition has secured grant funding with which they will hire a consultant to conduct a feasibility study, to be completed by midsummer.
- College Goal Sunday is being introduced in Washington. CGS uses a publicity campaign on the weekend following the Super Bowl to encourage students to attend college and apply for financial aid.
- The Foster Care Endowed Scholarship Program's advisory committee met for the first time in mid-March. This committee is responsible for advising board staff and conducting fundraising efforts. The program may require additional rules; depending on when the scholarship money becomes available.
- Federal student financial aid: There are new, somewhat controversial provisions for the "Smart Grant." For example, the student must have completed some as-of-yet undefined "rigorous coursework." Before the program is to be implemented (beginning July 1), the U.S. Department of Education must define "rigorous coursework," notify Pell grant applicants of the new requirement – fully half of them have already sent in their applications – establish whether the applicants meet the criteria, and have them submit a supplemental application. In Washington State, the possibility of using programs such as Advanced Placement and the International Baccalaureate as ways to expedite implementation of the provision has been considered, but nothing is definite until the Superintendent of Public Instruction has been contacted by the U.S. Department of Education.
- The 2006 federal budget was just signed, and the 2007 budget has just been proposed. The 2007 federal budget proposes the elimination of LEAP, GEAR UP, the Perkins loan, and the TRIO programs. The board has sent a letter to the Senate opposing the proposed cuts and expressing concern at their potential impact. Shortly after receiving the letter from the

HECB, the Senate provided additional funds for the retention of these programs. The House has not followed suit.

- Reauthorization of the Higher Education Act is already two years overdue, and has been delayed again until June 2006. The House has reintroduced and passed a reauthorization proposal; the Senate has yet to act. A proposal currently in committee would establish a program to extend the reach of early outreach programs throughout the state and provide scholarships for students.

Adjournment: The meeting adjourned at 3 p.m.

May 2006

Bachelor of Science in Agricultural and Food Systems

Introduction

Washington State University is seeking Higher Education Coordinating Board (HECB) approval to offer a Bachelor of Science in Agricultural and Food Systems. This program is being proposed in response meeting the needs in an increasingly complex industry, and to a reorganization within the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS), which resulted in the elimination of three degree programs: entomology, biosystems engineering, and integrated cropping systems. Upon approval of the Bachelor of Science in Agricultural and Food Systems, four additional programs – agricultural communication, agricultural technology management, agricultural education, and general agriculture – would be eliminated. Five of the seven eliminated programs would be subsumed in whole or in part under majors within the proposed degree program. In addition, the program would add a major in organic agriculture, which would be the first of its kind nationally. The proposed BS program would begin in summer 2006 and is expected to enroll 104 students in the first year.

Relationship to Institutional Role and Mission and the Strategic Master Plan

As a land grant institution, Washington State University has a special mission to provide research and instruction in the agricultural sciences. Specifically, the CAHNRS mission includes the provision of “leadership in discovering, accessing, and disseminating knowledge through high quality research, instruction, and extension programs that contribute to a safe, abundant food and fiber supply; promotes the well-being of individuals, families, and communities; enhancing sustainability of agricultural and economic systems; and promoting stewardship of natural resources and ecological systems.” The proposed degree program would fit into this mission by providing a combination of the basic scientific and technical skills required in the field and a broad view of agricultural systems that employers have indicated they want in new graduates.

Program goals are consistent with those of the *2004 Statewide Strategic Master Plan*, in that they provide opportunities for students to earn degrees and respond to the state’s economic needs. The proposed degree program is responsive to a changing workplace, providing a broader skill-set to students in the program while maintaining a strong technical focus. The Washington

Community Trade and Economic Development (CTED) office identifies the agriculture industry as a target industry in the state's economic development plans. CTED indicates that Washington's agriculture industry is changing, and now has an emphasis on producing value-added products. This change in emphasis is important in meeting the state's economic development goals and has an impact on the level of training employers seek in new hires.

Program Need

The proposal is a response to needs expressed by students, employers, and community stakeholders. The *State and Regional Needs Assessment* finds that all occupations are becoming increasingly complex. In addition, the needs assessment recognizes the economic development goals expressed by CTED and the changing nature of key industries – including agriculture -- which require increased levels of education; both for traditional occupations and for new opportunities created through an emphasis on value-added products, rather than commodities.

Student demand for the program was assessed based on enrollments in the existing degree programs, which have been steady at 80 to 85 students. Additional demand is expected to come from a new major in organic agriculture systems and the change in focus of the other majors to a systems-based approach.

Based on the success that current graduates are experiencing in finding employment, the employment outlook for graduates is expected to be strong. Occupations that students enter most frequently are difficult to determine from the employment projections, but based on student survey data placements appear to be strong and employers are recruiting heavily at college employment fairs. While some of the occupations that graduates enter are not specifically defined for the agricultural industry, those occupations for which data are available have historically hired baccalaureate graduates for some positions. Other positions require at least some college. For example, within farm, fish, and forestry occupations, of the 1,319 projected annual openings by 2012, nearly half (582) would require some college and, based on the current workforce, 24 would be expected to require at least a bachelor's degree. Employment projections also show a need for purchasing agents (29 projected annual openings requiring at least some college) and pest control (14 annual openings requiring some college).

Employers have expressed a need for greater numbers of workers with the skills developed in baccalaureate-level programs. They indicate that students with a broad-based education and industry specific knowledge have a greater understanding of the needs of customers. In response to a survey conducted by the college, employers, alumni and teachers indicated that graduates should develop skills in communication, technical expertise, and critical thinking. In addition, workers need to be goal-oriented and have the ability to continue learning in order to be successful in the industry in the long term. Specifically, employers want to hire workers who can think critically, analyze situations, and implement solutions – traits that employers tend to associate with workers who hold bachelor's degrees and traits that would also be developed in the program. According to the Office of the Superintendent of Public Instruction (OSPI), graduates of the agricultural education major are also in demand. OSPI reports a shortage of

teachers in that field in all but one educational service district. In addition, graduates in agricultural education are among the most likely to teach within their field.

Washington State University exclusively offers degrees in agriculture (RCW 28B.30.060, 28B.30.065); no similar programs are offered elsewhere in the state of Washington. The proposal submitted by WSU includes an analysis of three similar programs in other states.

Program Description

The Bachelor of Science in Agricultural and Food Systems is designed to prepare students for agricultural and agriculturally-related careers and to develop graduates' knowledge to ensure they are prepared to make informed decisions within the agriculture, food, fiber, and natural resources systems.

The agricultural and food systems degree is designed to provide students with the ability to: 1) understand integrated agricultural systems concepts; 2) integrate and analyze systems approaches; 3) communicate orally and in writing; and 4) develop expertise in agricultural and agricultural systems policies and practices. The degree would enable the student to choose an area of concentration in agricultural education (which includes secondary certification), pest management systems, agricultural business and technology systems, plant and soil systems, or organic agriculture systems.

The proposed program is part of a reorganization within CAHNRS that included the elimination of several degree programs. Those degrees would, in some cases, be incorporated (in whole or in part) as majors within the new degree program. The proposed degree program would provide a venue for collaboration across a number of departments within the college to offer an interdisciplinary undergraduate degree and would ensure a consistent set of coursework for all program undergraduates.

Agricultural education would transition with very little change, apart from adjustments in the core coursework required. It would become a separate major within the degree program, and would maintain the ability to graduate certified teachers. The integrated pest management (IPM) portion of the former (already eliminated) entomology degree would be reflected in the new pest management systems major, but would focus on systems. The to-be-eliminated general agriculture, agricultural communications, and agricultural technology management programs would be reflected in the agricultural business and technology systems major. The crop science, horticulture, and soil science degrees would continue; however, the agricultural production portions of those degrees would connect with the major in plant and soil systems and would include a broader systems emphasis, thus incorporating other disciplines to a greater extent. The organic agriculture systems major would be new, although WSU currently offers organic agriculture classes.

Students admitted to the program would most often enter WSU as freshmen and complete a well-defined four-year course of study. The curriculum would include a standard general education

experience, with additional preparation and coursework in science including chemistry, biology, and agricultural and food systems. In the third and fourth year of the program, students would take more specialized coursework in their chosen major and concentration. The proposal does not provide a clearly defined set of requirements needed to enter the third year of the program, which suggests that it could be difficult for transfer students to efficiently access the program.

In the first year, the program would accommodate 104 students (55 FTE). The program would grow to approximately 140 students (70 FTE) by the fifth year. There are currently 80 to 85 students enrolled in the existing program majors, all of which would be brought under the proposed degree program.

The program would draw on the team of experienced faculty already in place. Eleven faculty in the College of Agricultural, Human, and Natural Resource Sciences would contribute to the program, three of whom would teach full time.

The program proposal includes a clearly defined set of expected student outcomes that are consistent with the attributes that employers seek in new hires. These outcomes would be assessed through course assignments across the program curriculum. In addition, students would be encouraged to take advantage of internship opportunities. Employers that provide internships could also evaluate students based on the program's expected learning outcomes.

The program would be assessed using a series of measures, including student evaluations and alumni and employer surveys. The program would also be assessed by the students through regular course evaluations and an end-of-program assessment. Employers would provide feedback on the program through evaluation of graduates and interns, as well as an annual survey conducted by the college. The program also would track student-retention rates and employment outcomes and would make adjustments as necessary. The program would undergo a comprehensive review after four years, and would subsequently be reviewed on a five-year cycle.

Diversity

The proposal identifies several specific strategies to attract a diverse student body. In general, agriculture programs are finding it more difficult to rely on rural communities to recruit students. The AFS program would increase efforts to recruit students in these areas, with a focus on the recruitment of Hispanic students and other minorities. The program would rely on a network of recent graduates to help promote the program and encourage students to apply. In addition, the program would rely on a recruiter who would conduct outreach activities in rural communities. A second area of emphasis that is new for agricultural programs is a greater focus on students from cities and suburban areas. Agricultural programs around the country find that they can successfully attract students from non-farm backgrounds into the major and workforce. The change in focus of the majors to an approach that examines the entire system – from production

through consumption – attracts a broader range of students and provides a more well-rounded educational experience that benefits students and employers.

External Review

The program was reviewed by two external experts: Leon Schumacher, professor and chair, Agricultural Systems Management, University of Missouri, and Philip Buriak, professor, Agricultural and Biological Engineering, University of Illinois at Urbana-Champaign.

Both reviewers expressed support for the program and noted that the proposal would provide an appropriate change in focus that recognizes the evolving needs in the workplace. Both noted, however, that the lack of specificity in the name of the degree program could potentially be confusing to employers; nonetheless, Buriak noted that a similar lack of specificity in his program actually worked to the students' advantage by providing them with an opportunity to market themselves more broadly, both within and outside of the agricultural industry. Buriak further noted that a similar change in focus to include a broader systems approach at his own institution has provided students with a broadened set of career choices, and that graduates of his program have been very successful in their pursuit of careers in management, marketing, and application of technologies.

Schumacher noted that the proposal's systems approach is a good way to provide information to students, because it improves students' understanding of the material. Schumacher raised an additional concern that the structure of the program could make it difficult for faculty to maintain disciplinary ties and research activities. The program developers responded to the second concern with a clarification that program faculty would maintain a disciplinary home in the college that would enable them to conduct research and teach in discipline-specific graduate programs.

Program Costs

The program would enroll 55 FTE students in the first year, growing to 70 FTE students by the fifth year of the program. The program would draw on existing faculty expertise. Program costs are estimated, based on faculty time equivalent to 4.975 full-time faculty positions. Administrative costs are based on a .5 FTE program chair and a .175 FTE administrative support position.

No capital or library improvements would be required for program implementation.

In the first year of the program, with an entering class of 55 FTE, costs are estimated to be \$10,985 per FTE. At full enrollment in year five (70 FTE), the cost would be \$8,631 per FTE. The average cost of instruction for undergraduate students in agriculture at Washington State University is \$10,746.

Staff Analysis

The proposed program would support the unique role and mission of the institution and the department. The proposed degree program is closely tied to the founding mission of the institution, and the curricular changes are responsive to changes in the industry and the needs of employers and students.

The program also responds to the master plan's goals of providing opportunities for students to earn degrees and responding to the economic needs of the state by providing students with a broad education that would prepare them to be more flexible and adaptable in their careers. Students would develop a greater understanding of the industry than in existing degree programs.

The proposed program includes an assessment approach with well-defined student learning outcomes tied to specific coursework in the curriculum and assessed throughout the program. In addition, the program would implement an assessment system that would provide feedback from a variety of stakeholders to ensure continuous program improvement.

The program responds to demonstrated student, employer, and community needs, and is consistent with the state and regional needs assessment and the institution's own assessment of need.

In addition, the program would implement a recruiting plan that is designed to draw a diverse student body. The recruiting plan also recognizes changes in the demographics of students in rural communities that traditionally have taken advantage of agriculture programs, and as a result, would seek to draw increasing numbers of students from urban and suburban areas. A weakness in the proposal in this area is the lack of a clear articulation with community college programs. HECB staff would recommend the development of clearly defined requirements for entry at the junior level that would allow for easy articulation with community college programs.

The program would not duplicate existing programs and would be offered at a reasonable cost.

Recommendation

Based on careful review of the program proposal and supplemental sources, HECB staff recommend approval of the Bachelor of Science in Agricultural and Food Systems,

The Education Committee met on May 15, 2006 and voted unanimously to recommend approval of the Bachelor of Science in Agricultural and Food Systems at Washington State University.

RESOLUTION NO. 06-09

WHEREAS, Washington State University proposes to offer a Bachelor of Science in Agricultural and Food Systems; and

WHEREAS, The program would support the unique role and mission of the institution; and

WHEREAS, The program would respond to demonstrated student, employer, and community needs that are consistent with the state and regional needs assessment and the institution's own assessment of need; and

WHEREAS, The recruitment and diversity plan are appropriate to the program and recognize changing demographics in the rural communities that have been traditionally served by the college; and

WHEREAS, The program has received support from external experts; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Science in Agricultural and Food Systems at Washington State University.

Adopted:

May 25, 2006

Attest:

Gene J. Colin, Chair

Jesus Hernandez, Secretary

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STUDENTS
SUCCEED**

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Higher Education Coordinating Board
May 25, 2006

Overview

GET is Washington's prepaid college tuition plan, authorized by Section 529 of the Internal Revenue Code.

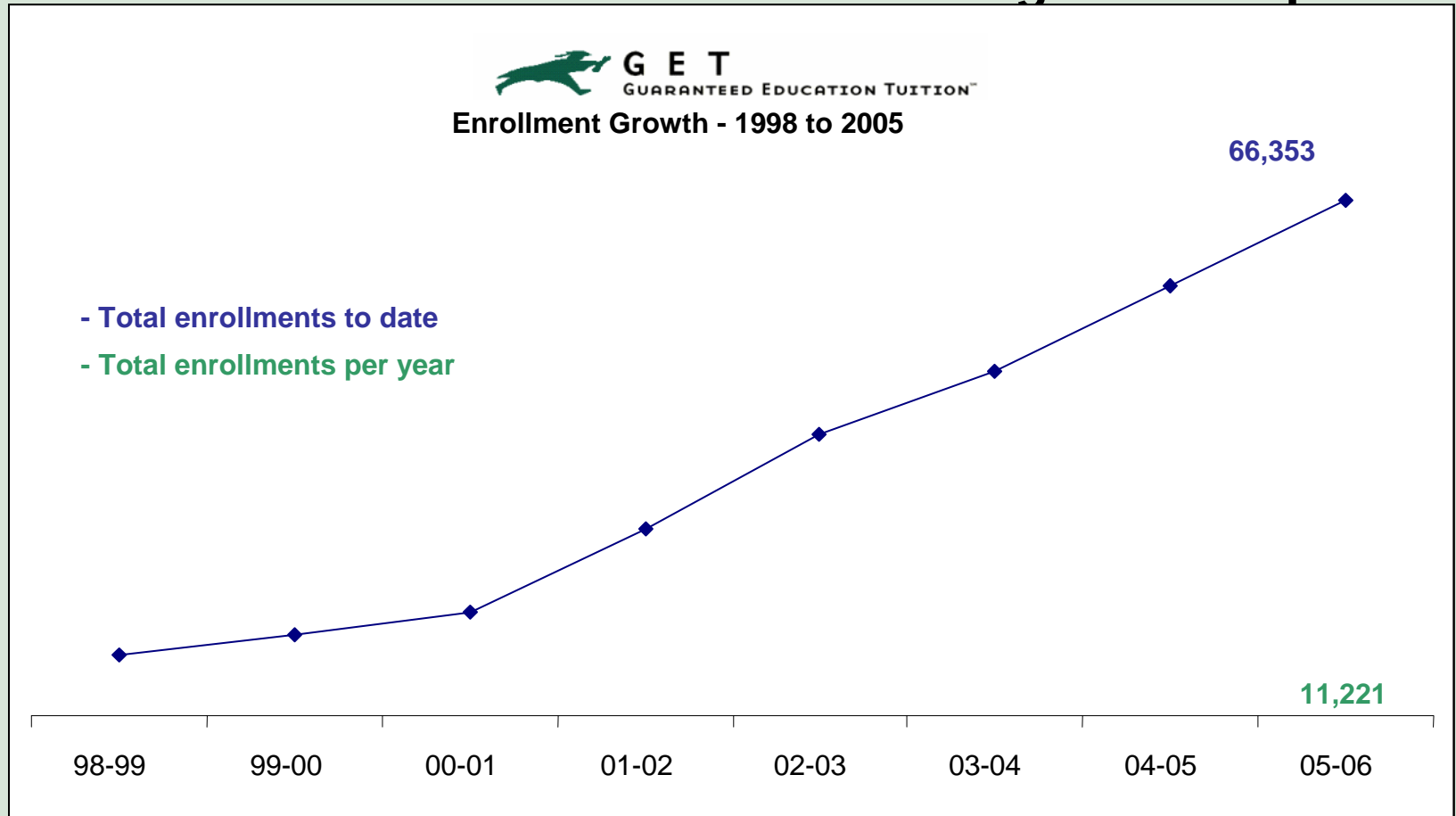
- Established by the 1997 legislature and governor
- Provides Washington citizens the opportunity to pre-pay college tuition
- Encourages families to save for college
- The program is self-sustaining

Key Benefits

- The state guarantees that money saved will keep pace with rising college tuition
- Earnings on GET accounts are tax-exempt when used for eligible college expenses under current federal tax law
- GET accounts can be used at nearly any college, university or vocational school – public or private – in the country

The Fastest-growing Prepaid Plan in the Nation

Growth of Active Accounts Since Program Inception

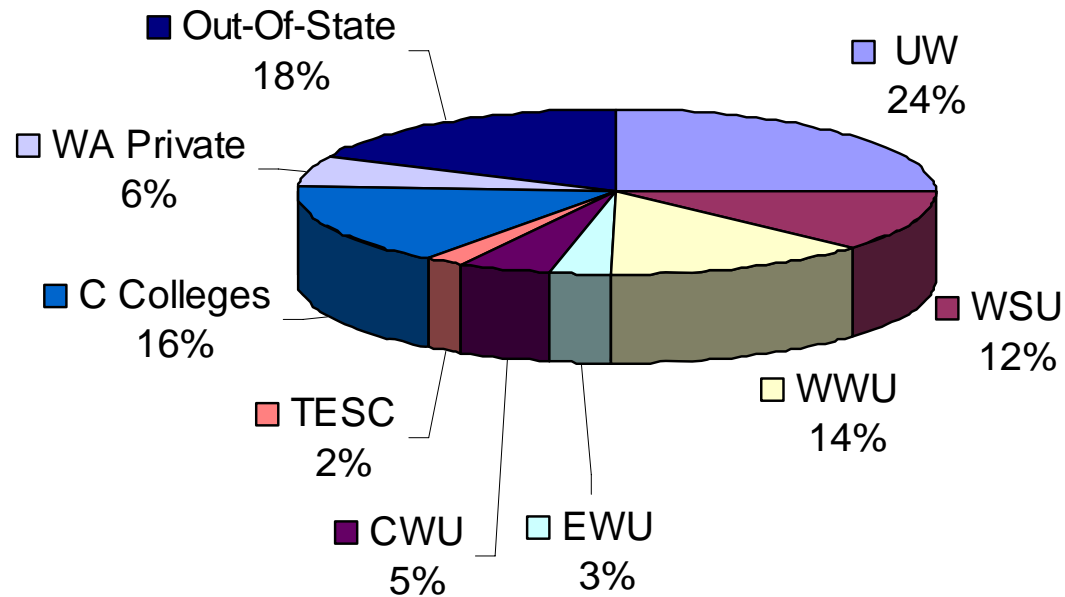


Students Using GET for College

- Nearly 5,000 students have used their GET accounts to go to college
 - A total of 8,000 students will be eligible in fall 2006
- More than 75 percent of students use their GET accounts at a Washington public college or university

School Attendance by GET Participants

2005-2006 Academic Year



At the Federal Level

- New federal law changed financial aid treatment of prepaid plans
 - GET funds are now considered a parental asset reported on the FAFSA
- Next challenge: federal tax exemption is scheduled to expire in 2010

At the State Level

- Any state tuition policy must ensure the long-term viability of the program
- To remain actuarially sound, the program must have predictable increases in tuition
- GET supports affordability and predictability in future tuition

GET Program Information

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May 2006

Review of Private Career School Eligibility Criteria to Participate in the State Need Grant Program

Overview

Board staff and representatives of the private career schools are collaborating on a review of eligibility criteria governing the participation of for-profit schools in the State Need Grant (SNG) program. Board staff involved in the project includes both Student Financial Assistance staff and staff responsible for oversight of degree-granting institutions. The purpose of the review is to set standards that allow both students and the board to have confidence in the capability and stability of the participating schools. This review will lead to more detailed guidance and amendments to the board's rules.

Background

Currently, 15 private career schools participate in the SNG program. In 2004-05, the participating private vocational schools enrolled about 8,000 students. Of this number, more than 2,700 students received about \$4.2 million in aid through the SNG program.

Generally, the schools award certificates or associate degrees. In two cases, schools also offer baccalaureate degree programs. A third baccalaureate degree granting, proprietary school began participating in the SNG program this year.

Since 1980, about 23 for-profit schools have participated in the SNG program. At least seven of the participating for-profit private career schools have gone out of business, generally with little or no warning. These include the American College of Professional Education in 2000 and BCTI in 2005. Both schools closed their doors while owing substantial repayments to the state for improperly disbursed student aid.

HECB staff estimate that currently 19 additional schools may be eligible to apply for participation in the SNG program. In addition, more schools will likely be established in Washington over the next few years.

According to the Washington Administrative Code (WAC) a private, for-profit school must meet several criteria to participate in the program. However, the criteria have never been fully developed, and over time, it has become apparent that several of these criteria need to be better defined.

Current eligibility criteria require that the school:

- Be accredited by an agency recognized by rule of the board;
- Be unconditionally certified to participate in federal student aid programs;
- Demonstrate that it has the capability to administer state student aid programs; and
- Demonstrate that it has the financial resources to provide the services described in its official catalog.

The board has authority to remove a school from participation if the school is unable to properly administer the program or fulfill the services it advertised to students.

The Review

The Washington Federation of Private Career Schools and Colleges is concerned about the negative effect that low-performing schools and school closures have on the sector as a whole. The federation has willingly partnered with HECB staff in the review of institutional eligibility criteria.

HECB staff and representatives of the federation formulated a series of questions to guide the discussion. The questions revolve around seven topics for assessing each school's:

- 1) Personnel
- 2) Systems and records keeping
- 3) Institutional policies and procedures
- 4) Financial capability and stability
- 5) Output benchmarks and consumer information
- 6) Commitment to assisting students with the financing needed to cover the total cost of attendance
- 7) Licensing or degree authorization

The draft questions and additional discussion points are included at the end of this report.

The Process

HECB staff and institutional representatives from the for-profit schools will be meeting in May and June to develop recommendations for changes to rules.

Staff will request that the board's financial aid sub-committee set a date for a public meeting with the private career school representatives in late June or early July to review preliminary suggestions for improving institutional eligibility criteria.

Tentative Timeline:

April 2006	HECB formulates the discussion questions. Federation members meet to begin internal discussion.
May 2006	HECB staff and federation representatives meet to discuss the questions and begin developing potential eligibility criteria and refinements to existing criteria. The board is updated during its May 25 meeting.
June or July 2006	A public meeting is held with the board's financial aid committee and private career school representatives to review proposals prior to the start of the rules making process.
July or August 2006	Proposed amendments to SNG rules are introduced.
August- September 2006	Board staff hold formal public hearings and solicit public comment on proposed rules.
September or October 2006	New rules are adopted.

Issues for Private Career School Workgroup

Discussion questions for assessing a for-profit school's initial and continuing eligibility to participate in the State Need Grant program.

1. What standards are available to assess the adequacy of personnel?

- a. Are the director and staff located on-site?
- b. What constitutes an adequate level of experience and knowledge for a director and staff?
- c. What should be expected in terms of institutional commitment to continued training of the aid administrator and staff?
- d. Are other staff members fully prepared and ready to continue services should the director leave the institution or otherwise not be available to manage the student aid function?

2. What standards are available to assess the adequacy of systems and records-keeping?

- a. Are electronic systems in place to manage the federal student aid function?
- b. Are systems and electronic communications in place to manage the state aid programs?
- c. Is the school prepared to handle the state's Unit Record Report?
- d. Does the school have adequate procedures in place so that it can make records available whenever needed?
- e. Are student aid records sufficiently organized and documented so that a reviewer can readily understand how each student's aid eligibility was determined, paid, and monitored?

3. What constitutes adequate policies and procedures?

- a. Does the school have written policies and procedures for making student awards, student payments, and monitoring continued student eligibility?
 - i. For federal student aid?
 - ii. For state student aid?
- b. Are they adequate to ensure that state aid is well stewarded?
- c. Do the policies and procedures reflect the unique nature of some state student aid requirements?

- 4. What standards are available to assess the school's financial capability?**
 - a. How can the institution demonstrate that it is financially secure and stable?
 - b. How can the onset of an unstable condition be detected?
 - c. How can the state be assured that the school will be able to repay any state liability assessed as a result of institutional error or school closure?

- 5. What output benchmarks should be expected of the institution? What consumer information should be provided to the student?**
 - a. Completion rates?
 - b. Placement rates?
 - c. First-year salaries?

- 6. What constitutes an adequate level of institutional commitment to assisting the student with financing the total cost of attendance?**
 - a. Do the school's policies and procedures reflect a concern for the student's total financing needs relative to the full cost-of-attendance?
 - b. What counseling or guidance service does the school provide to students regarding the financing of the student's total cost-of-attendance?
 - c. To what extent does the school participate in federal student aid programs including campus-based programs?
 - d. To what extent does the school devote its own resources to student aid?
 - e. Does the institution provide matching dollars to either federal or state student aid programs?
 - f. What does the school do to limit student indebtedness?

- 7. Should degree-granting for-profit schools be authorized under the Washington State Degree Authorization Act (WAC 250-61) as a condition for participating in the State Need Grant program?**

May 2006

Proposed Revisions to Accountability Framework

Introduction

State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for higher education in Washington. State law also specifies that the “board shall approve biennial performance targets for each four-year institution and the community and technical college system, and shall review actual achievements annually.”

Board staff are proposing a revision to the current accountability framework. At its March 2006 meeting, the board reviewed the proposed revisions to the accountability framework, which it originally adopted in April 2005. The revisions align and streamline previously separate accountability processes defined in the board's enabling legislation and the state budget. This document contains the same revisions the board reviewed at its March meeting, plus a few additions and clarifications.

The notable changes from the version presented in March are as follows:

- A new performance indicator is added for successful transfer. Specifically, this indicator will monitor the number and percentage of students who enter the two-year college system with the intention of transferring to a baccalaureate institution and who actually do transfer within three years.
- Although the above indicator is placed in the section of the document dealing with community and technical colleges, the text of the framework acknowledges this indicator relates to the nexus between these two segments of higher education.
- Language is added clarifying that targets for the two-year system will remain biennial and that the targets will encompass a six-year span of time.
- Language describing performance indicators without targets is revised. Rather than emphasizing only that targets are not associated with these indicators, the new description states that targets are not required and also emphasizes that data on these indicators will be monitored.
- The list of types of data in the context section at the end of the document is re-sequenced for greater coherence, and two elements are added to the list: 1) number of degrees awarded per FTE student; and 2) the proportion of students in the two-year college system who intend to transfer and did not transfer within three years, but persist in working toward transfer during the fourth year of their studies.

The board is asked to take action at today's meeting by adopting both the revised accountability framework and institutional targets, which are presented in a companion item.

Background

The Higher Education Coordinating Board adopted an accountability framework in early April 2005. Later that same month, the legislature adopted a 2005-07 operating budget, which included numerous additional and differing provisions regarding accountability.

Board staff are proposing revisions to the accountability framework adopted last year in order to respond to concerns of institutions about the manner in which we measure performance improvement and to integrate accountability provisions subsequently included in the biennial budget. The accountability framework will be evaluated every four years, in conjunction with the schedule for developing the statewide strategic master plan. In addition, elements in the current proposal will need to be the focus of further planning and collaborative work before full implementation is possible.

The proposal calls for consolidating accountability provisions in one place to provide greater clarity. Removing specific provisions from state budget statute and consolidating it into the board's framework will also provide more flexibility for the accountability monitoring system. The HECB, Office of Financial Management, and the institutions will work in partnership to implement the framework.

Overview and Summary

No changes to the performance indicators currently used for accountability monitoring and reporting in the community and technical college system are proposed. However, an additional measure for transfer will be included as well as data on continuation of transfer-related study. Further changes may be considered at a future date. The measures for the two-year institutions are summarized below.

There are several important changes proposed in the four-year institutional sector. The balance of this document focuses primarily on those changes.

The new framework for baccalaureate institutions will include two distinct categories of performance indicators. One category will have associated performance targets. The other category of performance indicators will involve monitoring results and reporting data on results – without associated targets. It is expected that results for indicators without targets should at least remain at or near current performance levels.

The indicators with targets are reduced substantially in number, providing greater opportunity for focusing on high priority results and enhancing the clarity and simplicity of the system. The timeline for performance targets would change from the current biennial target cycle to a goal cycle in which six-year targets provide the primary emphasis, but are accompanied by two- and

four-year checkpoint milestones along the path toward the six-year goals. A new set of six-year goals will be added every four years. The proposed framework includes additional guidance to institutions beyond that which was previously given concerning the magnitude of improvement the HECB and Office of Financial Management expect and hope to see on performance indicators.

Targets proposed by four-year institutions are subject to approval by both the HECB and the OFM, which reflects a new partnership envisioned between HECB and OFM in implementing the accountability system. Institutions have the opportunity to include up to three performance indicators of their choice as part of the system; institutions would have the option to include targets for such institution-specific indicators.

Community and Technical College System

Apart from one addition described below, indicators for the community and technical college system will remain unchanged from the April 2005 accountability framework adopted by the HECB. The current indicators are:

- Number of academic associate degrees awarded
- Number of technical associate degrees awarded
- Numbers of students defined as ready for transfer
- Numbers of students defined as prepared for work
- Numbers of students gaining at least one competency level in a basic skill

The additional indicator does not fit neatly or solely within the two-year college sector. Instead, ‘transfer’ focuses on the nexus between the two-year and four-year sectors and describes an important intermediate performance outcome for the higher education system as a whole. The indicator will report the number and percentage of students who enter the community and technical college system with the intention of transferring to a baccalaureate institution and within three years do, in fact, transfer to a baccalaureate institution. This measure will be limited to students who have shown evidence of seriously pursuing the goal of transfer by completing at least 15 credits of college-level study.

The State Board for Community and Technical Colleges developed the existing indicators, except the indicators for degrees awarded. The HECB intends to work in consultation with the SBCTC in the future to analyze available data on student outcomes and determine, based on research, whether further measures ought to be included.

For the two-year sector, targets will remain biennial. However, it is intended that three biennia remain in view at any given time. In other words, initially targets will be set for 2006-07, 2008-09, and 2010-11. Then, as each biennium elapses, a new target is added for the biennium six years out into the future.

Baccalaureate Institution Indicators with Targets

Indicators with targets will focus on degrees conferred, graduation and retention rates, and efficiency in awarding undergraduate degrees. Specifically, indicators with targets will be:

- Number of bachelor's degrees awarded
- Number of bachelor's degrees awarded in high-demand fields
- Number of advanced degrees awarded
- Six-year graduation rates for first-time, full-time freshman students
- Three-year graduation rates for transfer students with an associate degree from a Washington community college
- Freshman retention rates
- Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree

The institutions also shall report results on each of the above indicators for students receiving Pell grants. Separate targets for Pell grant recipients are not required. The expectation is that results for Pell grant recipients be maintained at or above current levels.

Baccalaureate Institution Target Date Frequency, Phasing

Actual achievements will be monitored annually, and short-term and long-term markers for future performance will be developed for internal planning and monitoring purposes. Although the main emphasis within this accountability system will be placed on the six-year goals, assessment of progress in the accountability framework is not limited to a snapshot once every six years. Each year, a new cohort of students is admitted and begins or resumes study. In addition, the framework is intended to encourage continuous improvement.

Interim checkpoints will be included at two- and four-year markers en route to the six-year targets. For the current cycle, the two-year checkpoint will occur at the end of the 2006-07 academic year. The four-year checkpoint will be in 2009, and the six-year target relates to results in 2011. There will be a six-year target added every four years, synchronous with development of the strategic master plan. Each six-year target would be accompanied by two- and four-year interim checkpoints, as shown in the following chart:

Strategic Master Plan Adoption Schedule	Two-Year Interim Checkpoint	Four-Year Interim Checkpoint	Six-Year Target
2004 (December)	2007 (2006-07 AY)	2009	2011
2008	2011	2013	2015
2012	2015	2017	2019

Frame of Reference for Gauging Performance Improvement

A starting point will be calculated for measures with targets; the starting point provides a reference to measure change and improvement over time. The starting point may be described as the year 2000, though it actually would represent the five-year average for results on the indicator from 1998 through 2002, to the extent such data are available. Where these data are not available for these years, data for more recent years may be used.

This approach replaces provisions currently in the framework in which a three-year average is calculated for determining a baseline. It facilitates reporting progress further into the future with reference to a single, fixed starting point.

Target Level Ambition

The priority is the six-year target. It is also recognized that effective interventions may not become evident in data on results until several years after initiating the intervention. Many indicators may not be expected to change with a two-year or even a four-year span. Therefore, two- and four-year interim checkpoints can be maintenance goals. Six-year targets, in general, are expected to be performance improvement targets.

The budgeted enrollment levels and the overall amount of revenue available to an institution have enormous bearing on the level of output and performance improvement that can be achieved. The HECB and OFM intend to be mindful of funding levels when considering whether to approve proposed targets. However, funding is not the sole factor explaining or determining levels of achievement in the system; thus the precise level of ambition reflected in the performance targets should not be determined solely by the precise amount by which revenue has increased or decreased.

It is also recognized that a certain amount of random fluctuation over time should be expected in any performance indicator and that random fluctuations carry no implications for the quality of performance the measure is intended to reflect. The potential for “statistical noise” is always present in any performance measurement. As the framework is implemented, both HECB and OFM intend to be cognizant of the difference between random fluctuations that do not reflect real changes in performance, and actual changes in performance that may be reflected in performance measure achievement data.

Improvements can and should be produced both through higher base funding and through process improvements not tied directly to higher base funding. HECB staff calculate that base revenue for institutions is approximately 2 percent higher in the 2005-07 budget in comparison to the 2003-05 budget. As suggested above, it is assumed that results can be improved still further through changes in management and operations at the institutions. Thus, in general, targets should reflect expectations for improvement in excess of 2 percent in most cases. However, institutions may propose targets below this level with an accompanying rationale addressing circumstances specific to the target, measure, and institution in question.

The HECB and OFM will consider such proposals and their rationales on a case-by-case basis. Such proposed targets may be approved if deemed appropriate under the specific circumstance at hand.

- Six-year targets in 2011, for degrees conferred, will be expected to improve upon current numbers by a significant amount. The precise magnitude of the increase will be determined through consultations with each institution so as to take into account the unique characteristics and circumstances of each. Six-year targets for 2015 and subsequent cycles should envision further improvement.
- Six-year targets for graduation rates will be expected to improve upon current results. The precise magnitude of the increase will be determined through consultations with each institution so as to take into account the unique characteristics and circumstances of each.
- Maintenance targets for other indicators are acceptable.
- If state FTE enrollment appropriations and tuition revenue combined are reduced from the 2005-07 level, six-year targets could be reduced; if such revenue is increased from the 2005-07 level, six-year targets could be increased.

Targets proposed by institutions will be subject to review and approval by the HECB and OFM. Maintenance levels at checkpoint stages and, in some instances, maintenance level targets are acceptable; however, these target and checkpoint parameters should not be regarded as maximums. Institutions are encouraged to set ambitious yet attainable targets and checkpoint performance levels above the minimum levels described in the framework.

Performance Indicators to be Monitored

The accountability system will monitor results for several additional performance indicators. Results for Pell grant recipients on indicators with targets were mentioned above. Beyond those results, the new framework also would track job placement/employer satisfaction survey data, a more comprehensive graduation rate measure and institution-specific measures. Although these measures will not have targets associated with them, institutions will report results to the HECB, and the board will monitor and report the results.

Job Placement/Employer Satisfaction

The HECB will work with OFM and the institutions to design a brief set of questions that would be intended to generate data concerning job placement and employer satisfaction with recently hired graduates of Washington's public baccalaureate institutions. The feasibility of various methods for collecting the data will be explored. Options may include adding a limited set of additional questions to surveys already being administered by institutions, state agencies or other entities. The goal is to begin collecting such data by the end of the 2006-07 academic year.

In the meantime, institutions will continue to report to the HECB the available data gathered from biennial alumni surveys and will collaborate to generate comparable data across campuses.

Institutions may propose alternative methodologies if they believe an alternative approach will generate reliable data that is similar across campuses.

Comprehensive Graduation Rates

Graduation rates will continue to be measured in the current manner for first-time, full-time freshmen and for certain transfer students, as defined. In addition, institutions also will begin to report a more comprehensive graduation percentage.

A working definition of this more holistic graduation rate is the combined proportion of undergraduates who earn a bachelor's degree within six years of enrolling with freshman status, within five years of enrolling with sophomore status, within three years of enrolling with junior status, and within two years of enrolling with senior status. This tentative definition is open to refinement following consultation with institutional research and technical staff. The initial purpose of this effort is to ensure that graduation outcomes for as many students as possible are reported. It is presumed that a proportion of the undergraduate student population is not included in either of the two previously described graduation rate measures.

Institution-Specific Indicators

The accountability framework will include up to three institution-specific indicators related to quality. The institutions will retain discretion regarding whether or not targets for such measures will be included. The HECB will include all such indicators, performance results, and targets (if appropriate) in its biennial accountability report to the legislature and governor.

Miscellaneous Provisions

To take institutional schedules into account and monitor the most recent information on results, the deadline for institutions to report results to the HECB, and for the HECB to report those results, will be delayed by one month to November 1 and December 1, respectively. The 2006 supplemental operating budget passed by the legislature incorporated this change.

The HECB will explore, in collaboration with the institutions, OFM and legislature, the feasibility of alternative measures for institutional quality for possible future use. An annual conference or forum focusing on best practices should be considered, and if developed, will be regarded as an element of the accountability system.

Wherever appropriate, when the HECB reports on results achieved for measures tracked in the accountability system, aggregated statewide results also would be reported. The purpose is to emphasize system-wide results because that is a more comprehensive perspective than reports limited to institution-specific results alone.

The context section described in the April 2005 accountability framework, as adopted by the board, is retained in the proposal, with a limited number of additions and slight revisions. The context section will gather data that describe conditions of higher education in the state, as well as the unique mission and student demographics at each institution. This information will help policymakers understand some of the key factors that influence results such as degree production in the state. For example, if fewer students graduate from high school, then the public baccalaureate institutions will produce fewer baccalaureate degrees.

Data reported will include but not be limited to:

- Average WASL scores for tenth graders
- Percentage of ninth graders who graduate from high school on time with their class
- Number of students participating in dual-credit programs (e.g., Running Start)
- Percentage of recent high school graduates requiring remedial education
- Number of transfers from Washington community and technical colleges
- Proportion of new students from Washington community and technical colleges (reported separately for each institution)
- Number and percentage of community and technical college system students on the transfer path who did not transfer within three years but continue working toward the objective of transfer to a baccalaureate institution in their fourth year of study in the community and technical college system.
- Percentage of students earning bachelor's degrees who have earned at least 40 credits from the Washington community and technical colleges
- College participation rates
- Degrees conferred per full-time equivalent enrolled student
- Degrees earned among the state's college-age population
- State funding per full-time equivalent student
- Financial aid per full-time equivalent student (or another affordability measure – such as percentage of family income needed to pay for college)
- Percentage of state funds allocated to higher education
- Mission, enrollment by race, ethnicity, average age, gender, origin (e.g., high school and community college), first-generation status, degree-seeking status, Pell grant status, full-time or part-time status, participation in remedial education, and SAT, ACT or other indicator of academic preparedness, where available, at each institution.

Relevant Additional Statutory Provisions Regarding Accountability

A number of provisions in current law are related to the accountability framework. These provisions, which are not directly affected by HECB action on the framework, will be implemented in coordination with the implementation of the framework.

Current statute states, “Based on guidelines prepared by the board, each four-year institution and the State Board for Community and Technical Colleges shall submit a plan to achieve measurable and specific improvements each academic year on statewide and institution-specific performance measures. Plans shall be submitted to the board along with the biennial budget requests from the institutions and the state Board for Community and Technical Colleges.” [RCW 28B.76.270(2)]

The HECB intends to develop guidelines as described above, and to consult with institutions regarding the potential for including summary information regarding the plans in its accountability reports.

The HECB is required under current statute to report on progress toward accountability goals or targets “along with the board’s biennial budget recommendations.” [28B.76.270(4)]

The HECB “shall review actual achievements annually.” [28B.76.270(3)]

RESOLUTION NO. 06-10

WHEREAS, State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for the purpose of making “progress towards the achievement of long-term performance goals in higher education”; and

WHEREAS, The 2004 Statewide Strategic Master Plan for Higher Education emphasizes re-designing accountability so “the state can identify and address the strengths and weaknesses at the institution, sector and state levels to better promote student success”; and

WHEREAS, The Education Committee of the Higher Education Coordinating Board convened an extraordinary meeting in January 2006 with legislators, the Office of Financial Management, the State Board for Community and Technical Colleges and the public baccalaureate institutions to explore ideas for improving the accountability system; and

WHEREAS, Through the collaborative efforts of state agencies and the institutions a revised accountability system has been developed which consolidates and streamlines performance measures and better aligns timeframes for performance targets with both the state operating budget and the missions of the institutions; and

WHEREAS, Public baccalaureate institutions have proposed bold improvement targets which, if met, would likely ensure the state meets the goal of 30,000 bachelor’s degrees conferred in 2010 and would lead to further improvement in graduation rates, freshman retention, and other positive student outcomes; and

WHEREAS, The State Board for Community and Technical Colleges has provided important assistance in helping define a new performance measure for student transfer and has proposed associate degree targets for the 2006-07 academic year which, if met, would achieve the interim goal for degree production; and

WHEREAS, The Higher Education Coordinating Board and Office of Financial Management have solidified a productive new partnership overseeing higher education accountability in the course of developing the consolidated accountability framework;

NOW THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the revised statewide accountability framework described in Attachment X and the proposed performance targets in Attachment Y.

Adopted:

May 25, 2006

Attest:

Gene J. Colin, Chair

Jesus Hernandez, Secretary

May 2006

Accountability Monitoring and Reporting System: Performance Targets

Introduction

State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for higher education in Washington. State law also specifies that the “board shall approve biennial performance targets for each four-year institution and the community and technical college system, and shall review actual achievements annually.”

Board staff have worked with the public baccalaureate institutions and the State Board for Community and Technical Colleges to establish targets for accountability measures, as required in the board's accountability framework. At today's meeting, the board is asked to adopt these targets and approve the revised accountability framework, as presented in a companion item.

Background

Beginning in January 2006, board staff worked with the Office of Financial Management, the public baccalaureate institutions, and the State Board for Community and Technical Colleges to develop a revised accountability framework. As these efforts began to draw to a successful conclusion, board staff asked the institutions and the State Board for Community and Technical Colleges to submit proposed targets using the new framework. Targets were received in late March, allowing board staff several weeks to review and analyze them. Staff presented the initial results of the analysis to the board's education committee on April 24, 2006.

Summary

If the institutions meet their targets for bachelor's degrees, it appears the state will meet the board's goal for 30,000 degrees by 2010. The picture is less clear for the board's goals for advanced degrees and associate degrees.

The proposed accountability framework presumes that, in general, targets should exceed current performance by more than 2 percent because base revenue from the 2005-07 biennial budget is 2 percent higher than under the previous budget. The level of ambition reflected in the proposed targets varies widely among institutions and across indicators. For example, if the proposed bachelor's degree targets are met and not exceeded, production would increase 49.7 percent at UW Tacoma and 2.2 percent at The Evergreen State College.

Staff Analysis

Performance trend data and the targets proposed by institutions of higher education and the State Board for Community and Technical Colleges (SBCTC) are provided. The proposed targets are displayed in numeric form in tables included in this document. In addition to the tables, this information also is presented in a series of bar charts, both within and in addition to this document. This information is organized around the performance measures in the proposed accountability monitoring and reporting system.

Five-year averages, three-year averages and targets

The tables and charts generally show three data points for each institution:

1. The institution's annual average result during the five-year period from the 1997-98 academic year through the 2001-02 academic year;
2. The institution's annual average result during the most recent three years – that is, the academic years 2002-03, 2003-04 and 2004-05; and
3. The target proposed by the institutions.

The tables also show two-year and four-year interim checkpoints on the path to the six-year targets.

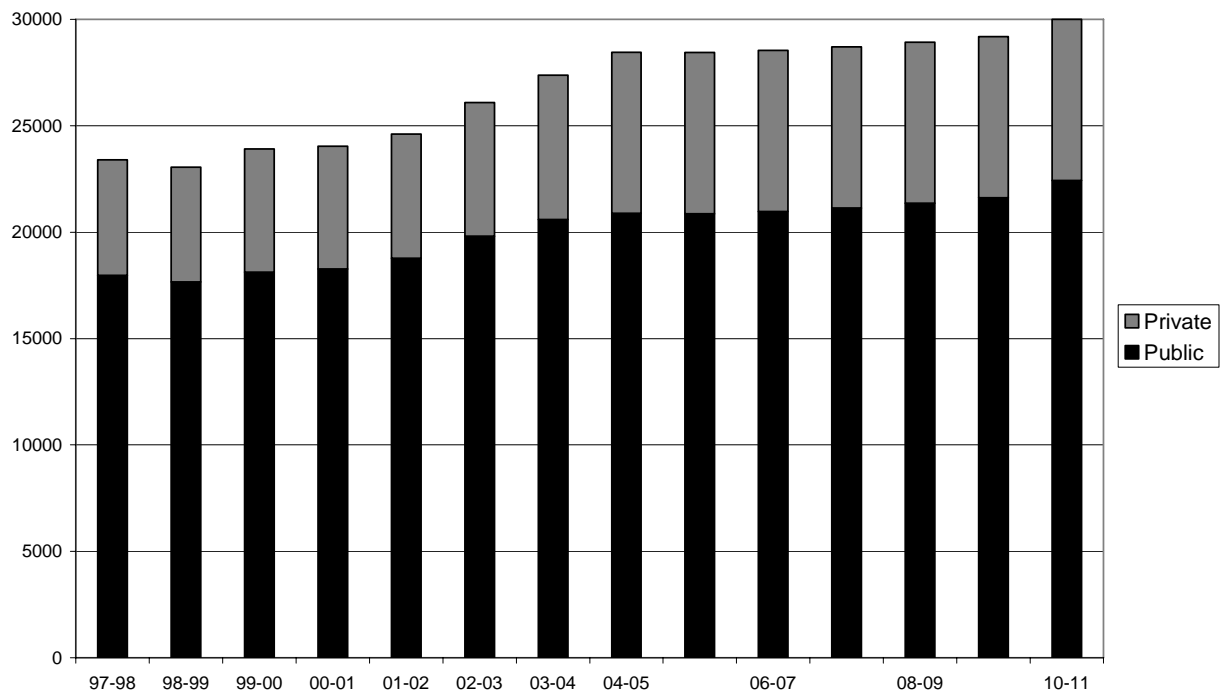
Under the proposed accountability framework, the five-year period from 1998 to 2002 serves as a benchmark against which future performance is to be understood and achievements described. The data from the most recent three-year period, 2003-05, is included to provide a more complete picture of trends and to ensure the most up-to-date information is available to assist the board in making sound interpretations of the meaning of the proposed targets.

Bachelor's Degrees¹

The *2004 Statewide Strategic Master Plan for Higher Education* established a goal of 30,000 bachelor's degrees per year by 2010. If degree production in the private sector were to remain at the 2004-05 production level and if public institutions were to confer the number of degrees envisioned by the targets, the master plan goal for bachelor's degrees awarded in the state would be achieved. If targets are met and not exceeded, public baccalaureate institutions as a whole would confer 9.8 percent more bachelor's degrees by 2010-11 than they did on average during the most recent three-year period.

¹Data regarding degrees conferred should not to be assumed to reflect numbers of individual students earning degrees. The number of degrees is larger than the number of students earning degrees, since some students earn multiple degrees through dual and concurrent degree programs.

Bachelor's degrees conferred through academic year 2004-05 and degree targets for public institutions to 2010-11. (Goal is 30,000)



Bachelor's Degrees: Trend data from two periods; checkpoints, targets proposed by Institutions

Institution	Five-year Average 1998-02	Three-Year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	409	560	575	650	800
UW Seattle	6295	7087	7300	7400	7500
UW Tacoma	404	668	700	800	1000
WSU	3720	4166	4170	4170	4300
CWU	1950	2031	2000	2050	2100
EWU	1615	1942	2035	2035	2300
TESC	1158	1164	1174	1182	1190
WWU	2610	2813	2913	2968	3038

Number of bachelor's degrees awarded in high-demand fields

High-demand fields are defined in accordance with the findings of the HECB *Statewide and Regional Needs Assessment*. Those fields are engineering, computer science, software engineering, architecture and health related professions. Individual institutions determine which of their bachelor's degree programs fit within the scope of these fields as described.

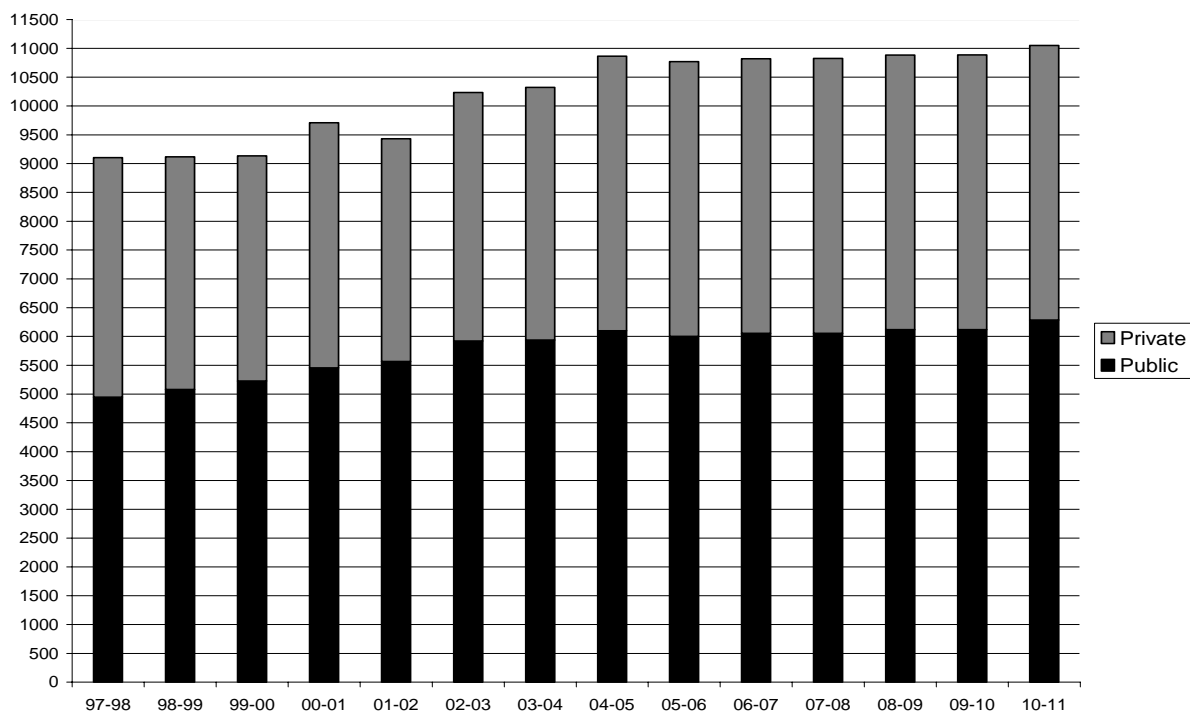
High demand bachelor's degrees

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	128	152	165	180	200
UW Seattle	872	966	1000	1050	1250
UW Tacoma	64	113	135	150	165
WSU	524	654	630	630	700
CWU	48	43	48	49	50
EWU	240	337	405	405	440
WWU	183	347	365	371	380

Advanced Degrees

For advanced degrees, current degree production in the private sector combined with public institutional targets would total 11,053 degrees in 2010; that would be 447 advanced degrees (3.9%) short of the goal.

**Advanced degrees conferred through academic year 2004-05
and projected degrees based on public institution targets (Goal -- 11,500).**



**Advanced Degrees: Trend data from two periods;
checkpoints, targets proposed by Institutions**

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	34	94	110	110	125
UW Seattle	3068	3494	3500	3550	3550
UW Tacoma	73	125	150	150	175
WSU	1003	1076	1090	1090	1200
CWU	181	203	188	196	203
EWU	453	537	550	550	555
TESC	101	93	92	92	93
WWU	341	364	372	375	377

Associate Degrees

The associate degree target for 2006-07 proposed by the SBCTC slightly exceeds the interim degree goal for the public sector set by the HECB for that year. However, if the associate degree trend of the past three years, combined with the precise level of the 2006-07 target, continues through 2010, the number of associate degrees awarded by public institutions would fall more than 12 percent below the goal for 2010.

Associate Degrees: Trend data from two periods; checkpoints, targets proposed by Institutions

Institution	Indicator	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
Community & Technical Colleges	Associate degrees	Not Available	21,696	Target: 21,957	TBD	TBD

Ready for Transfer, Ready for Work and Basic Skills Competency Gain

For the two-year sector, targets beyond the 2006-07 academic year are not yet available. SBCTC staff report plans to develop proposed targets for 2008-09 and 2010-11 by approximately November of this year.

The performance measure “ready for transfer” is defined by SBCTC as a student who has completed 45 college-level credits, including core courses with a minimum GPA of 2.0. The indicator “prepared for work” is defined “by professional/technical degrees and related certificates awarded, including achievement of industry skill standards.”²

The measure termed “basic skills” is defined as those students who “demonstrate substantive skill gain as a result of their adult basic education or English-as-a-second-language instruction based on standardized pre- and post-tests in reading, writing, mathematics or English language proficiency.” The state budget provides that performance targets for the three indicators described in this paragraph “shall be determined based on the per student funding level” and must increase performance.

The targets proposed by the SBCTC, if met and not exceeded, would increase degree production by 1.2 percent, increase the number of students ready for transfer by 2.1 percent, increase the number defined as “prepared for work” by 0.5 percent, and increase the number of students gaining basic skills by 4.1 percent over the baseline period. The baseline period is defined as the annual average for the preceding three years.

Baseline data and proposed targets for Community and Technical College system

Indicator	Baseline Average 2003-05	2006-07 Target	2008-09 Target	2010-11 Target
“Ready for Transfer”	17,436	17,800	TBD	TBD
“Prepared for Work”	23,394	23,500	TBD	TBD
Basis Skills Competency Gain	20,950	21,809	TBD	TBD

Six-year graduation³ rates for first-time, full-time freshman students

This definition for graduation rates is used in part to ensure data from Washington institutions are comparable to institutions elsewhere in the country, since this is a statistic reported nationwide. Washington ranks high on this measure in comparison with other states. Consequently, some of the institutions have chosen to concentrate efforts more heavily on other indicators, while committing to keeping this measure at or above the current level.

²“Performance Reporting Plan: 2005-07 Biennium Targets,” by Washington Community and Technical Colleges, approved by SBCTC December 2005.

³Graduation rate indicators are limited to the populations as defined. Undergraduate students who initially enroll with any status other than first-time full-time freshman or with an associate degree from a Washington community college are not included in either measure. The percentage of undergraduate students not included in either graduation rate is unknown.

Six-Year Graduation rate

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW	70.4%	72.8%	74.5%	74.7%	75.0%
WSU	59.5%	61.2%	62.0%	63.2%	65.0%
CWU	48.0%	51.0%	49.1%	51.1%	53.0%
EWU	47.4%	46.0%	50.0%	50.0%	53.0%
TESC	52.2%	51.8%	54.5%	57.0%	54.0%
WWU	61.8%	61.6%	62.4%	62.8%	63.2%

Three-year graduation rates for transfer students with an associate degree from a Washington community college

This measure is not available for institutions in other states, but is valuable in tracking progress of students in a state that relies heavily on the two-plus-two approach to degrees, in which a large proportion of students attend a community college before transferring to a baccalaureate institution.

Three-Year Graduation rate (for students who transfer with an associate degree from a Washington Community College)

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW	64.8%	73.2%	76.0%	76.0%	76.0%
WSU	58.6%	64.2%	63.5%	65.4%	66.0%
CWU	70.0%	74.2%	70.6%	72.3%	74.0%
EWU	57.4%	60.6%	61.0%	61.0%	64.0%
TESC	--	71.8%	72.3%	72.8%	73.3%
WWU	57.0%	60.8%	61.0%	61.4%	61.8%

Freshman Retention Rates

This indicator reflects the percentage of students enrolled in the fall term immediately following their freshman year of study. Again, several of the institutions that currently have high freshman retention rates have chosen to concentrate efforts more heavily on other indicators, while committing to keeping this measure at or above the current level.

Freshman retention

Institution	Annual Average 1998-02	Annual Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW	89.7%	92.2%	92.0%	93.0%	93.3%
WSU	83.3%	84.5%	84.8%	84.8%	87.0%
CWU	74.6%	78.5%	76.3%	78.2%	80.0%
EWU	75.2%	75.5%	76.0%	76.0%	81.0%
TESC	71.5%	71.9%	72.9%	73.9%	75.0%
WWU	79.5%	83.9%	84.8%	85.0%	85.0%

Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree

This indicator replaces the more complicated graduation efficiency index previously reported. Several institutions already have high efficiency rates, and thus are envisioning small marginal improvements.

Undergraduate Efficiency⁴ Indicator (Percentage of Bachelor's Degrees Awarded to Students Not Exceeding 125% of Credits Required)

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	89.4%	92.3%	92.5%	92.5%	92.5%
UW Seattle	91.4%	91.4%	91.9%	92.0%	92.1%
UW Tacoma	92.0%	93.0%	92.5%	92.5%	92.5%
WSU	92.4%	91.9%	92.0%	92.0%	95.0%
CWU	84.4%	85.8%	86.1%	86.6%	87.0%
EWU	--	79.8%	81.0%	81.0%	85.0%
TESC	98.6%	96.9%	97.0%	97.0%	97.0%
WWU	94.8%	94.9%	95.2%	95.6%	96.0%

⁴ The efficiency indicator is limited to undergraduate students who earn a bachelor's degree. In addition, calculating the precise number of credits required for a degree can be more complex than might be assumed. For example, prospective teachers face some coursework requirements that are part of the certification requirements, rather than the bachelor's degree. Dual major and dual degree programs further complicate these calculations. There are also limits on the number of transfer credits that are accepted by baccalaureate institutions; since such "excess" credits are not monitored by the institutions because they do not transfer, some inaccuracies may occur in these data.



May 2006

2006-2007 High-Demand Enrollment Grants

Master Plan Policy Initiative 3: Increasing the number of degrees in high-demand fields

Background

The Higher Education Coordinating Board (HECB) received an appropriation of \$900,000 in the 2006 supplemental state operating budget to increase enrollment in high-demand fields at Washington's regional universities and The Evergreen State College during the 2006-07 academic year.

This is the fourth intermittent appropriation the board has received since 1999 to respond to two related challenges. First, college and university students often are unable to take advantage of educational and career opportunities because enrollment access is limited in certain academic degree fields or programs. Secondly, employers report difficulty in hiring enough qualified graduates from Washington state colleges and universities to fill high-skill job openings.

Again this year, the legislature and governor directed the board to manage a competitive process to distribute the new enrollments. For the first time, the budget did not designate specific fields as priorities for funding. Instead it defined high-demand fields as those in which "enrollment access is limited and employers are experiencing difficulty finding qualified graduates to fill job openings."

Currently, the state does not have a method of defining specific academic or employment fields as high-demand. The challenge is to define or classify high-demand fields while allowing institutions sufficient flexibility to respond to their unique regional needs and rapidly changing employer needs.

The board's *Statewide and Regional Needs Assessment*, published in October 2005, identifies broad academic and employment fields that are in high demand for each region of the state, but generally does not make a direct connection between these broad fields and the specific degree programs that would meet employer needs.

This is the first high-demand funding the board has received since the publication of its *Statewide and Regional Needs Assessment* in October 2005. The needs assessment identified several areas of the state where student participation in higher education is below the state

average. The board gave priority to proposals that could demonstrate an ability to increase opportunities for students from these regions to participate in higher education. As directed in the budget bill, the board established a proposal review committee to evaluate the proposals. This document reflects the recommendations of the review committee. The committee's members are listed in Appendix C.

The committee unanimously recommends that the board fund the seven high-demand projects described below. The proposals will fund an additional 95 full-time equivalent (FTE) students at a total cost of \$889,052.

Key Provisions of the 2006-07 Grants

Eligible Institutions:	Central Washington University Eastern Washington University The Evergreen State College Western Washington University
Eligible Programs:	Undergraduate Degree Programs Graduate Degree Programs Certificate Programs
Funds Available:	\$900,000 of which the board may use up to \$20,000 for administration 80 FTE Average of \$11,000 per FTE
Priority given to proposals meeting High-demand criteria of:	<ul style="list-style-type: none">- HECB's <i>State and Regional Needs Assessment</i>- Technology priorities defined in House Bill 2817- Teaching shortage areas determined by the Office of the Superintendent of Public Instruction- Teaching shortage areas identified by the U.S. Department of Education

Eligible colleges were able to submit multiple proposals. Each proposal was evaluated separately based on the criteria described in the board's Request for Proposals (RFP).

Among proposals judged to be of equal merit, preference was given to proposals with the following desirable attributes:

- Responsiveness to the goal of expanding access and participation in high-demand programs for **all** Washington residents, especially students from segments of the state population that have been historically under-represented in college participation.

- Responsiveness to the goal of increasing participation of students from regions with significantly lower than average college participation, as described in the HECB's *State and Regional Needs Assessment*.
- Partnerships among institutions and/or collaboration with community and technical colleges to improve articulation and transfer for two-year college students in the specific high-demand fields addressed in the proposals.
- Partnerships with private-sector businesses, industrial associations, or other organizations that stand to benefit from the state's investment in the proposed education programs. These partnerships may include contributions of in-kind assistance or donations of funds, equipment, or other resources and activities.
- Sources of additional funding, such as government or industry grants or internal budget reallocations, that are intended to supplement the state high-demand enrollment funds.
- Opportunities for students to gain work experience related to their high-demand fields of study while attending college.

In addition, the review committee agreed to the following shared values, prior to making its recommendations:

- No effort should be made to spread grants among the institutions. Merit alone should determine which proposals are recommended for funding.
- Proposals that serve Washington residents over non-residents or that prepare students for entry-level jobs over advancement in current jobs will better meet the program's goal of economic responsiveness.
- Proposals that consist of individual groups of courses rather than full academic programs, or that include foundation or general requirements courses that could be funded through internal reallocations, should be a lower priority for funding.
- At a minimum, the review committee should recommend proposals that total at least 80 FTE, even if the scope or budget of proposals requesting more than the average amount of \$11,000 need to be further negotiated or revised.

Grant Proposal Process

In response to legislative direction – and in recognition of the need to accurately convey the effect of the budget decisions by the governor and legislature – the HECB employed the following process to administer the new appropriation:

An initial draft of the Request For Proposals was sent to review committee members in late March. HECB staff made changes to the draft RFP based on the committee's comments. HECB staff reviewed the updated version of the RFP with representatives from the institutions to ensure it was workable. The final RFP was issued on April 6, 2006, with proposals due on May 3, 2006.

At the Review Committee meeting on May 11, institutions made brief presentations about each proposal and committee members asked questions directly of the presenters from the institutions. Presentations were made in the morning and committee deliberations were conducted in the afternoon. Deliberations resulted in the review committee recommending proposals that totaled 95 FTE and approximately \$1.0 million. Review committee members asked HECB staff to further negotiate institution budgets to ensure consistency and to bring several proposals closer to the \$11,000 per FTE average. The board's education committee reviewed the recommendations of the high-demand grant review committee on May 15 and voted to forward them to the full board.

Review Committee Findings

Eleven proposals were submitted by the three regional institutions. (The Evergreen State College did not submit any proposals). Appendix A contains a table summarizing all of the proposals received, and copies of the proposals are available for review by contacting the HECB. In total, the institutions requested more than twice as much funding and enrollments as were provided in the supplemental budget. This continues a trend that has occurred in each of the HECB's high-demand competitions and reflects the fact that high-demand offerings are often some of the most expensive programs in the colleges' array of offerings.

The review committee offers the following observations about the 2006 process and suggestions for future high-demand initiatives:

- Overall, the quality of proposals continues to improve, and the review committee extends its appreciation to the faculty and administrators who developed the proposals and responded to the committee's requests for clarification and additional information. In past years, a number of proposals did not meet the minimum requirements of the RFP; this year no proposals were rejected for that reason.
- The HECB received one proposal to convert a high-demand program from self support to state support. Although the proposal clearly demonstrated high demand, the committee was unable to recommend funding for this proposal because it would not add new opportunities for students. The committee determined that it was out of the scope of the high-demand funding.
- The review committee also offered helpful advice to the HECB staff for future high-demand grant competitions, including encouragement to develop uniform standards for calculating tuition collections associated with the proposals. Each proposal was required to demonstrate both the full cost of the proposal and expected tuition collections. High-demand grants are funded for the net cost to the state. Initially, each of the three institutions calculated tuition differently, making it difficult for the review committee to determine an equitable amount of funding for each proposal. HECB staff subsequently worked with the institutions to make tuition collection estimates more consistent among the institutions.

Review Committee Recommendations

Based on its evaluation of the proposals, the review committee recommends the HECB approve the following actions:

1. **Authorize the HECB staff to develop contracts** for the projects proposed by the successful institutions listed in Appendix B and described below; and
2. **Direct the HECB staff to work with the institutions to clarify any unresolved issues** as it develops the contracts and throughout the academic year. In particular, staff should work with the Office of Financial Management and the universities to ensure consistent, accurate tracking of the increases in high-demand enrollment attributable to these projects.

The review committee received 11 proposals from three of the four eligible institutions. Of those, the committee is recommending that seven be funded. The RFP encouraged institutions to aim for per-FTE funding close to the \$11,000 average available because the available funds would not allow for as much variance in cost as in years past. Because the institutions largely adhered to this advice, lower-cost proposals were submitted and a higher number of FTE can be funded.

The review committee's recommendations for proposals to be funded are as follows:

Central Washington University

Organic Chemistry – Recommend funding of 18 FTE and \$186,968

The university will expand upper-division organic chemistry course and laboratory sections at CWU's main Ellensburg campus as well as at its university centers in Yakima and Wenatchee. The Yakima and Wenatchee centers in particular will increase opportunities for students from underserved regions of the state to participate in higher education. In addition, the proposal highlighted the high number of chemistry-related employment opportunities and expanded access to prerequisites for other science degrees.

Washington based companies seeking to employ chemists include those from the chemical, high-tech, aerospace, consulting, medical research, petroleum, and biotech industries. In particular, the proposal provided evidence of high growth in the following industries:

- Biotech and Medical Devices
- Marine Services
- Biomedical Research
- Forest Products
- Agriculture/Food Processing
- Bio-Fuel Development
- Enology/Wine Production

General Studies Social Science – Recommend funding of 25 FTE and 126,480

The university will provide an interdisciplinary bachelor's degree in social science at CWU's Yakima University Center. The proposal focuses on increasing opportunities for students from an underserved region to obtain a bachelor's degree that is responsive to job openings in the region. The General Studies Social Science degree is a flexible program that is applicable to a variety of careers.

Students in the Yakima region are often placebound, and there is no regional public transportation network that would allow students to attend classes at CWU's Ellensburg campus. Participation rates in the area are especially low, as determined by the HECB's *State and Regional Needs Assessment*. The review committee concluded that, given the small number of degree programs currently offered at the Deccio Center in Yakima, offering a more flexible degree would allow the program to serve a greater number of students. A more specialized degree program might limit student interest, while employer demand for college graduates remains unmet and continues to grow.

Yakima is one of only 40 communities nationwide that have been designated as a "Renewal Community" by the Department of Housing and Urban Development, due to its pervasive poverty, unemployment and general distress. These demographic characteristics also predict a significant demand for social services professionals whose work in the community serves both a prevention and an intervention function. These include, but are not limited to, social workers, employment counselors and mental health experts. The General Studies - Social Sciences degree will prepare graduates for entry-level positions in these fields and in human resources.

The review committee also recognized the proposal's commitment to connect students with local businesses and future employers through a cooperative education component of the degree program. The university also plans to provide contracted field experience with business, industry, government, and social service agencies. The proposal included letters of support from the following local organizations, many of whom have expressed interest in entering into cooperative education contracts:

- Pacific Power
- Jundt PMC
- Yakima Country Development Association
- City of Yakima
- Pinnell, Inc.
- South Central Workforce Council
- Picatti Brothers
- Enterprise for Progress in the Community
- Greater Yakima Chamber of Commerce

Eastern Washington University

Communication Disorders – Recommend funding of 9 FTE and \$95,463

The university will increase the capacity of its graduate program in communication disorders. The proposal emphasizes that communication disorders professionals are in particularly high demand in public schools statewide. In *Educator Supply and Demand in Washington State*, OSPI indicated that the demand for speech-language pathologists was greater than any other profession within the support personnel category.

The U.S. Department of Labor estimates that between 2002 and 2012 there will be a 21 percent growth in the need for speech-language pathologists in Washington. In addition to public schools, skilled nursing homes, home health facilities, and pediatric and rehabilitation hospitals also report significant difficulty in finding qualified applicants for position openings in speech-language pathology.

Occupational Therapy – Recommend funding of 8 FTE and \$88,056

The university will increase the capacity of its Masters in Occupational Therapy program and the expansion of clinical internship sites. A waiting list of qualified applicants currently exists. The program offers a “3+2” combined undergraduate/graduate track, as well as transfer programs for community college graduates with associate degrees in occupational or physical therapy. The proposal also notes the regional economic benefits to Spokane’s and Eastern Washington’s health care sector.

OSPI, in its 2004 supply and demand report, found “considerable shortages” exist for occupational therapists serving children throughout the K-12 educational system. Employer demand is high, as evidenced by graduates being offered between \$5,000 and \$20,000 in signing bonuses, as well as moving expenses and tuition reimbursement. The first four graduating classes of EWU’s occupational therapy program currently report 100 percent employment in their practice field. The proposal included letters of support from Educational Service District 101 and Holy Family Hospital.

Physical Therapy – Recommend funding of 10 FTE and \$110,600

The university will increase the capacity of its doctoral physical therapy program, which currently has a long waiting list of qualified applicants. The proposal highlights the 100 percent job placement rate of graduates from EWU’s physical therapy program as well as the regional benefits to Spokane’s and Eastern Washington’s health care sector.

According to the American Physical Therapy Association, job openings for physical therapists in Washington have increased over 500 percent over the last three years. The Department of Labor expects demand for physical therapists to increase dramatically as the elderly population continues to grow, and as the baby-boom generation ages. Advances in medicine are also leading to higher survival rates following accidents, heart attacks, and strokes, which often require physical rehabilitation. The proposal included letters of support from Holy Family Rehabilitation Services and from Robert M. Paull, PT OCS.

Western Washington University

Plastics Engineering Technology – Vehicle Design – Recommend funding of 10 FTE and \$115,510

The university will enhance the WWU's current plastics engineering technology (PET) program by adding a vehicle design option. WWU's PET program is unique in the western United States and successfully utilizes several educational and business partnerships.

This proposal responds to the HECB's *State and Regional Needs Assessment*, which concluded that current degree production meets only 67 percent of the need in engineering. Engineering and technology are also identified as fields of priority in House Bill 2817, which passed during the 2006 legislative session and was signed into law by Governor Gregoire. The PET-VD program places a strong emphasis on composite materials, which would prepare students for careers in Washington's local aerospace, marine, truck manufacturing, and sporting goods industries.

The PET program is guided by an Industrial Advisory Committee consisting of employers from the region, including representatives of C&D Zodiac, Boeing, Hexcel, Nypro, R&D Plastics, Pacific Research Laboratories, Hewlett-Packard, Intel, Vaupell Industrial Plastics, and Pacific Injection Molding.

Secondary Education – Math & Science – Recommend funding of 15 FTE and \$165,975

This proposal aims to increase the number of enrollments in WWU's Master's in Teaching (MIT) program for middle and high school teachers seeking endorsements in math or science. The proposal focuses on the critical shortage of math and science teachers in Washington, Western's record as the largest producer of mathematics and science teachers in the state, and the 100 percent placement rate of WWU's MIT graduates.

According to OSPI's 2004 report *Educator Supply and Demand in Washington State*, mathematics and science consistently top the list of endorsement areas with the greatest shortage of qualified applicants. Of the 34 new mathematics and science teachers graduating from WWU's teacher education programs in 2004-05, 17 were offered teaching contracts before program completion. One hundred percent of graduates of WWU's Master of Teaching in Secondary Education find full-time teaching jobs within one year after graduation.

Math and science were also identified as key shortage areas in K-12 by the HECB's *State and Regional Needs Assessment*.

RESOLUTION NO. 06-11

WHEREAS, The 2006 supplemental operating budget allocated \$900,000 to the Higher Education Coordinating Board (HECB) to contract for 80 full-time equivalent (FTE) students in high-demand fields in fiscal year 2007; and

WHEREAS, Policy initiative #3 of the *2004 Strategic Master Plan for Higher Education* focuses on “increasing the number of degrees in high-demand fields”; and

WHEREAS, Proposals were submitted by representatives from Central Washington University, Eastern Washington University, and Western Washington University; and

WHEREAS, A review committee, composed of representatives of the HECB and Office of Financial Management, and specialists in higher education, labor market, and economic development issues, reviewed the proposals and made funding recommendations; and

WHEREAS, The board’s education committee reviewed and approved the recommendations of the review committee; and

WHEREAS, The education committee has presented, and the board has discussed, the committee’s recommendations;

THEREFORE, BE IT RESOLVED, That the members of the Higher Education Coordinating Board adopt the recommendations of the education committee regarding awards for the 2006-07 high-demand grants.

Adopted:

May 25, 2006

Attest:

Gene J. Colin, Chair

Jesus Hernandez, Secretary

Appendix A

High-Demand Proposals Submitted

Institution	Program	Degree Type	Funding	FTE
CWU	Organic Chemistry	Undergraduate	\$194,634	18
CWU	General Studies Social Science	Undergraduate	\$133,300	25
CWU	Mathematics	Undergraduate	\$154,077	21
EWU	Athletic Training & Exercise Science	Undergraduate	\$160,620	15
EWU	Communication Disorders	Master's	\$95,463	9
EWU	Occupational Therapy	Master's	\$88,056	8
EWU	Physical Therapy	Doctoral	\$110,600	10
WWU	Cell & Molecular Biology	Undergraduate	\$237,920	16
WWU	Plastics Technology – Vehicle Design	Undergraduate	\$152,760	15
WWU	Secondary Education – Math & Science	Master's	\$225,300	10
WWU	Teaching English to Speakers of Other Languages	Certificate/ Endorsement	\$401,520	28
TOTAL			\$1,954,250	175

Appendix B
High-Demand Proposals Recommended for Funding

Institution	Program	Degree Type	Funding	FTE
CWU	Organic Chemistry	Undergraduate	\$186,968	18
CWU	General Studies Social Science	Undergraduate	\$126,480	25
EWU	Communication Disorders	Master's	\$95,463	9
EWU	Occupational Therapy	Master's	\$88,056	8
EWU	Physical Therapy	Doctoral	\$110,600	10
WWU	Plastics Technology – Vehicle Design	Undergraduate	\$152,760	15
WWU	Secondary Education – Math & Science	Master's	\$115,510	10
TOTAL			\$889,052	95

Appendix C

High-Demand Proposal Review Committee Members

The 2006 supplemental budget directed the HECB to “establish a proposal review committee that will include, but not be limited to, representatives from the board, the office of financial management, and economic development and labor market analysts.”

Based on those criteria, the following people were asked to serve on the review committee:

Mark Bergeson	Higher Education Coordinating Board
Diana Ehri	Department of Health
Kyra Kester	Office of the Superintendent of Public Instruction
Debora Merle	Office of Financial Management
Randy Spaulding	Higher Education Coordinating Board
David Szatmary	University of Washington
Marc Webster	Office of Financial Management
Greg Weeks	Employment Security Department
Joann Wiszmann	Higher Education Coordinating Board
Katie Youngers	Higher Education Coordinating Board



May 2006

Washington State Transition Mathematics Project College Readiness Mathematics Standards

Master Plan Policy Proposal 8: Helping students make the transition to college

Introduction

The Transition Mathematics Project (TMP) is a statewide public-private partnership designed to provide the information and support that students need for successful transition from secondary to postsecondary education in mathematics.

To accomplish this, the TMP has developed standards that define the math skills and knowledge high school graduates need to complete college-level coursework, meet minimum admission requirements, and avoid remediation upon enrolling in college.

Relationship to Strategic Master Plan

Section 8 of the 2004 *Strategic Master Plan for Higher Education: Helping Students Make the Transition to College* states:

“The HECB will lead a collaborative effort with the goal of developing a definition of college readiness in the key subject areas of mathematics, science, English, social studies, world languages and the arts.”

The HECB is part of a cross-sector management team that provides direction to the TMP and includes the State Board for Community and Technical Colleges, the Office of Superintendent of Public Instruction, and the Council of Presidents. Business and community stakeholders also participate in the project. The State Board manages the project for Community and Technical Colleges.

The HECB is leading a similar cross-sector effort to develop English and science college readiness definitions in 2005-06.

Program Need

Forty-nine percent of high school graduates who enter Washington's two-year colleges directly after high school need to take pre-college math before they are ready for credit math courses. Studies show that American high school seniors rank near the bottom in international tests of mathematics knowledge, and more than one third rank below basic in the mathematics National Assessment of Educational Progress. In total, twenty-two percent of college freshmen need a remedial course in mathematics.

In two-year colleges the problem is even more acute: almost one-third of Washington high school graduates begin their higher education experience in two-year colleges, half of whom take pre-college (remedial) math in their first year. Even a student who passes the math portion of the Washington Assessment of Student Learning (WASL) does not necessarily have the skills needed to handle college-level math courses. The TMP is designed to help students successfully complete entry-level college mathematics without the need for remediation.

TMP Goals

- **Increase student success** in completing math requirements in high school and college through clear standards and expectations, improved instructional course and program design, teaching methods, and classroom assessments.
- **Align standards and expectations** for mathematics including:
 - 1) Aligning eleventh- and twelfth-grade math curricula with introductory college curricula;
 - 2) Aligning high school math with placement assessments used by two-year colleges and baccalaureate institutions; and
 - 3) Aligning high school graduation requirements with college and university admission requirements.
- **Build capacity of teachers and instructors** to align curriculum and instruction to standards and expectations through improved instructional course and program design, teaching methods, and classroom assessments. Several pilot projects are underway to accomplish this, and more will continue in Phase II.
- **Communicate math expectations to students** through clear and consistent messages and focused educational advising. In particular, students (and their parents) need to understand that achieving the math standard on the WASL does not necessarily mean that students are prepared for college-level math.

Major Accomplishments to Date

- Defined clear and consistent expectations in mathematics, with the participation of teams comprised of K-20 teachers and faculty. The standards were published in a document titled *College Readiness Mathematics Standards* and disseminated in April 2006.
- Initiated and supported variety of local/regional partnerships addressing student course-taking and achievement in math.
- Developed practical math-related messages and materials for students transitioning from high school to postsecondary education.

Project Funding

Phase I of the TMP was funded in 2004 by the Washington State Legislature (\$300,000) and the Bill & Melinda Gates Foundation (\$423,500).

In April 2006, Phase II of the TMP was awarded \$3,600,000 by the Bill and Melinda Gates Foundation.

Also in 2006, the legislature appropriated \$275,000 for Phase II, a one-time appropriation to support the work related to placement testing and to support local/regional partnership projects in their work related to the major Phase II goals described below.

Phase II TMP

Phase II of the Project will establish or strengthen a variety of local or regional high school/college partnerships, supported and connected by the statewide TMP consortium. The statewide portion of the project will work to leverage and disseminate successful innovations from the local partnerships and also address major issues needing a systemic response, e.g., math placement testing.

Major goals of Phase II of the TMP are:

- Align college placement tests with the *College Readiness Mathematics Standards* and develop a strategy for math diagnostic and placement testing for Washington higher education;
- Increase curriculum alignment between high schools and colleges using the *College Readiness Mathematics Standards* as the fundamental framework;
- Develop and disseminate standards-based instructional materials (supplemental classroom tasks, assignments and assessments) built on the *College Readiness Mathematics Standards*;

- Reach more students and parents – especially those under-served by higher education – with specific and clear messages on the *College Readiness Mathematics Standards* and how to effectively use them in college and career planning; and
- Gather better information on current math curricula and student course-taking patterns and performance in high school and college math.

External Review/Evaluation

In October 2005, the TMP underwent a comprehensive formative evaluation led by Washington State University's Social and Economic Sciences Research Center (WSU-SESRC). The goal of the evaluation was to tap the project's key stakeholders to identify accomplishments achieved for Phase I of the project, identify challenges, and suggest recommendations for improvement.

In sum, the most consistent, compelling and notable finding of this evaluation was that respondents were very positive in their remarks about the project. In particular, they appreciated the open communication across educational sectors that allowed them to find common ground. Respondents were uniform in their appreciation for project leaders providing space and time for face-to-face communication, to which they attached great value, both personally and professionally. They lauded the quality of the standards, which they view as well-conceived and relevant, and they have high expectations for their usefulness.

Staff Analysis and Recommendation

The Transition Mathematics Project has succeeded in developing standards that describe skills and knowledge that students need to successfully complete entry-level college mathematics coursework.

Standards are clearly stated and are accompanied by attributes, components and evidence of achievement and learning that draw out what students must know to successfully complete college-level mathematics. In addition a statement on appropriate use of technology is included.

The process used to develop the standards was extensive, involving more than 250 skilled educators. K-20 educators participated in institutes, work groups, conference sessions, and content development and review teams. Cross-sector teams consisting of mathematics instructors from Washington's K-12 system, community and technical colleges, and baccalaureate institutions created the initial set of college readiness mathematics standards. Approximately 70 additional skilled and experienced educators reviewed these.

To help further the reach of the TMP, the leadership of the Washington Teachers of Teachers of Mathematics (WATOTOM) and the Washington Mathematics Association of Two-Year Colleges helped disseminate and vet the standards through their respective constituents.

Based on careful review of the *College Readiness Mathematics Standards*, and having participated in the Transition Mathematics Project as part of a management oversight team, HECB staff recommend endorsement of the standards and continued support for and involvement in Phase II of the project.

The board's Education Committee reviewed the *College Readiness Mathematics Standards* on May 15, 2006, and recommended the endorsement of the full board.

The *College Readiness Mathematics Standards* are available online at:
http://www.transitionmathproject.org/assets/docs/standards/crs_march23_2006.pdf

RESOLUTION NO. 06-12

WHEREAS, The Transition Mathematics Project (TMP) is a statewide public-private partnership to provide the information and support that students need for successful transition from secondary to postsecondary education in mathematics; and

WHEREAS, The HECB is part of a cross-sector management team that provides direction to the TMP and includes the State Board for Community and Technical Colleges, the Office of the Superintendent of Public Instruction, and the Council of Presidents; and

WHEREAS, The process used to develop the standards was extensive, involving more than 250 skilled educators; and

WHEREAS, The Transition Mathematics Project has succeeded in developing clearly defined standards that describe skills and knowledge that students need to successfully complete entry-level college mathematics coursework; and

WHEREAS, The standards and goals are consistent with the HECB's 2004 Strategic Master Plan strategy to Help Students Make the Transition to College;

THEREFORE, BE IT RESOLVED, That the HECB accepts the standards as outlined in the Transitions Math Project report *College Readiness Mathematics Standards* and supports continued collaboration through Phase II of the project.

Adopted:

May 25, 2006

Attest:

Gene J. Colin, Chair

Jesus Hernandez, Secretary

May 2006

Biennial Review of Academic Enrollments, Programs, and Locations

This is an informational report for the members of the Higher Education Coordinating Board. No board action is required at this time.

Overview

The Higher Education Coordinating Board (HECB) is charged with overseeing state higher education resources. A key aspect of this role is the planning and coordination of academic programs and off-campus facilities, including teaching sites and centers.

The 2004 Strategic Master Plan for Higher Education called for the development of new planning tools and the integration of previously separate approval processes for new degree programs, and the approval of purchases and leases of major off-campus facilities.

In September 2005, the board approved a revised framework for the approval of new degree programs, the creation of off-campus teaching sites and centers, and assessment and reporting requirements for new and existing programs offered by the six public baccalaureate institutions. The *Program and Facility Policies and Procedures* outlines the framework in detail.

Institutions must demonstrate that their proposed new programs and/or facilities respond to the *State and Regional Needs Assessment* and that the proposed programs are aligned with or implement the 2004 Strategic Master Plan for Higher Education. Board approval is based on evidence that the program or off-campus facility is likely to:

- Support the unique role and mission of the institution(s);
- Foster high-quality programs that enable students to complete their studies in a reasonable amount of time;
- Meet state and/or regional student, employer, and community needs;
- Provide access for diverse student populations;
- Demonstrate that the need is commensurate with the costs to be incurred and represents an effective use of fiscal resources; and
- Be free from unnecessary program duplication.

Reporting Requirements

On a biennial basis, the institutions are required to report to the board on the enrollment success of new programs and off-campus programs. The reports include a review of the status of new degree and certificate programs initiated within the previous five-year period, and current degree and certificate programs offered at off-campus locations. In addition, the reports outline key academic planning activities that are not subject to board approval, such as the renaming of programs. The HECB also requires the institutions to review each continuing degree program on a cycle adopted by the institution (e.g., every five, seven, or ten years) and report to the HECB. These reviews will be the subject of a separate report to the board.

New Program Enrollments

The report on enrollments in new degree programs covers programs that began enrolling students between 2000 and 2005. The reports detail enrollments in 103 new programs. The programs enrolled a total of 2991 FTE students. Appendix B provides a detailed breakdown of the reported enrollments.

Off-Campus Enrollments

The public baccalaureate institutions enrolled a total of 4793 students at various off-campus sites or centers (not including branch campus enrollments). Students enrolled in off-campus programs generally are enrolled in state funded programs; however, a significant portion of enrollments are self-sustaining, meaning the institution does not receive state enrollment funds to support these programs. Enrollments in off-campus programs account for 5.25 percent of the average annual enrollments at the public baccalaureate institutions in 2004-2005. More detail on the off-campus enrollments is provided in a companion report and recommendation on classification of off-campus teaching facilities.

Planned Programs/Program Changes

Institutions also report substantive program and facility changes, including renamed programs, renamed teaching sites and centers, new degree options and minors, eliminated programs, and programs for which the planning authorization has sunset. During the period of this review, the public baccalaureate institutions eliminated or suspended 46 programs. As required by HECB policy and the Northwest Commission on Colleges and Universities (NWCCU), students enrolled in the programs have been provided options to complete their programs in a timely manner and with a minimum of disruption. Key program changes are detailed in Appendix D.

Appendix A

Program Approval Activity

(note: programs listed in italics were not included in the 2005-2007 program plans)

Institution	Program	Location	Status
CWU	BAS Food Service Management	SeaTac, Lynnwood	Approved 05-25
	BS Geography	Ellensburg	
	BAS Industrial Technology	<i>Ellensburg</i> , SeaTac, Lynnwood	Approved 04-29
	MA Visual Arts: Teaching	Ellensburg	
	MEd Education & Linguistic Diversity <i>Revised name, "Inclusiveness Teaching Strategies"</i>	Ellensburg	Approved 04-25
	<i>ADDITION: BAS Safety and Health Management</i>	<i>Ellensburg, SeaTac, Lynnwood</i>	<i>Approved 04-28</i>
EWU	BA Women's Studies	Cheney	Approved 06-04
	<i>BS Electrical Engineering</i>	<i>Spokane Riverpoint</i>	<i>Approved 04-07</i>
	<i>M Occupational Therapy</i>	<i>? Cheney ?</i>	<i>Approved 04-03</i>
TESC	No New Programs Planned for 2005-2007		
UW	BA Geographic Information Systems & Cartography	Tacoma	
	BA Responsive Citizenship	Seattle	
	BA Urban & Regional Planning	Tacoma	
	<i>ADDITION: BA Computing and Software Systems</i>	<i>Tacoma</i>	<i>Approved 06-02</i>
	BS Embedded Computer Engineering Systems	Tacoma	
	<i>BFA Digital Arts and Experimental Media</i>	<i>Seattle</i>	<i>Approved 04-06</i>
	M Rehabilitation Counseling	Seattle	
	M Teaching	Tacoma	
	MA Cultural Studies	Bothell	Approved 06-01
	MS Computational Molecular Biology	Seattle	
	MS Embedded Computer Engineering Systems	Tacoma	
	MS Medical Education & Informatics	Seattle	
	D Library & Information Management	Seattle	
	PhD Computational Molecular Biology	Seattle	
	PhD Public Policy & Management	Seattle	Approved 06-07
WSU	BA Linguistics	Pullman	
	<i>BA Professional Development</i>	<i>Spokane</i>	<i>Approved 04-11</i>

	<i>BS Exercise Physiology and Metabolism</i>	<i>Spokane</i>	<i>Approved 04-12</i>
	<i>MS Computer Engineering</i>	<i>Pullman</i>	<i>Approved 04-13</i>
	<i>D Audiology</i>	<i>Spokane</i>	<i>Approved 04-14</i>
	<i>Ed.D. School Administrators (extension of Pullman program).</i>	<i>Statewide / Distance</i>	<i>Approved 04-31</i>
	<i>Ph.D. Criminal Justice</i>	<i>Pullman</i>	<i>Approved 04-15</i>
	<i>Ph.D. Design</i>	<i>Interdisciplinary Design Institute Spokane</i>	<i>Approved 04-05</i>
	PhD Health Policy & Administration	Pullman, Spokane	
	PhD Nursing	Spokane, Distance Education	
WWU	MEd Advanced Classroom Practice	Bellingham	Approved 04-09
	MEd Continuing & College Education	Bellingham & Everett	Approved 04-10
	MS Marine & Estuarine Science	Bellingham	

Appendix B

New Program Enrollments
(Programs Approved Past 5 Years)

Institution	Program	2004-05 Enrollment
Central Washington University	7 Baccalaureate	57
	1 Master's	Begins Fall 05
Eastern Washington University	4 Baccalaureate	133
	4 Certificates (3 New with no enrollment)	4
	1 Master's	6
	1 Doctorate	152
The Evergreen State College	No New Programs	
The University of Washington	13 Baccalaureate	644
	1 Certificate	32
	19 Master's	645
	11 Doctorate	293
Washington State University	20 Baccalaureate	431
	10 Master's	137
	5 Doctoral (2 enrolling students)	30
Western Washington University	4 Baccalaureate	385
	2 Master's	41
Total New Programs	48 Baccalaureate	1,651
	5 Certificate (not all certificate programs report)	36
	33 Master's	830
	17 Doctorate	474

Appendix C

Off-Campus Program Enrollments

Institution	Sites	Programs	FTE Fall 2005
Central Washington University	2 Centers, 4 Teaching Sites	12 Programs delivered to multiple sites and/or centers	963
Eastern Washington University	1 Center, 10 Teaching Sites	23 Programs delivered to multiple sites and/or the center	1075
The Evergreen State College	1 Center, 6 Teaching Sites	2 Programs delivered to multiple sites and the center	286
The University of Washington	None		n/a
Washington State University	1 Center, 9 Teaching Sites	14 programs delivered to multiple sites and/or the center.	1742*
Western Washington University	10 Teaching Sites	14 programs delivered to multiple sites	726
Total Off Campus Enrollments			4793
* includes fall 2005 enrollment for Spokane center			

Appendix D

Planned Programs/Program Changes

Institution	Planning Activity	Program Effected
Central Washington University	Renamed Programs	6
	New Specializations	5
	Eliminated Programs	10
Eastern Washington University	Renamed Programs	-
	New Specializations	-
	Eliminated Programs	-
The Evergreen State College	Renamed Programs	
	New Specializations	
	Eliminated Programs	
The University of Washington	Renamed Programs	2
	New Specializations	0
	Eliminated Programs	0
Washington State University	Renamed Programs	4
	New Specializations	10
	Eliminated Programs	34 (including options)
Western Washington University	Renamed Programs	6
	New Specializations	8
	Eliminated Programs	2
Total Program Changes	Renamed Programs	18
	New Specializations	23
	Eliminated Programs	46



May 2006

Classification of Off-campus Teaching Sites Information Item

The Higher Education Coordinating Board is charged with the oversight and coordination of the state's higher education resources. Consistent with legislation and the 2004 Strategic Master Plan for Higher Education, the HECB is in the process of implementing policy for the approval of the establishment of new teaching sites, centers, or campuses by the public baccalaureate institutions. As part of this implementation process and in accordance with the *Program and Facility Approval Policies and Procedures*, the board is being asked to review proposed classifications of existing off-campus teaching facilities.

This report is for information only; no board action is required at this time. The classification of a given site has implications for capital planning and for the provision of student and academic services. The board will be asked to approve classifications of existing teaching sites at the July 2006 meeting.

Overview

In September 2005, the HECB approved policies and procedures, which established a means for the orderly growth of off-campus teaching sites and centers. The board's policy recognizes that new instructional sites may develop in various ways. Instructional sites are classified according to a number of factors, including size, program array, and the level of service provided to students. Off-campus teaching facilities generally may be classified into one of three categories: 1) a teaching site, 2) a center, or 3) a system campus or four-year college or university.

Development of a new teaching facility may begin at any of these points. For example, institutional planning may call for the institution to develop an off-campus center without beginning as a teaching site. The institution may have no plans to grow the center into a system campus.

Definition of Off-campus Teaching Sites

Teaching Site

A teaching site may be a temporary teaching site dedicated to a limited number of degree or certificate program offerings and/or students. Typically, a teaching site would enroll fewer than 150 students in no more than three distinct degree programs.

An institution must make reasonable and appropriate provisions for student services to ensure that students have access to all resources and information required to support their academic programs. In addition, students must have access to academic resources including faculty, a library, technology resources, and laboratory space needed to meet program requirements.

An institution may not acquire property by purchase, gift, or other means for the purpose of establishing a teaching site.

Center

The development of a higher education center or consortium represents a significant long-term investment of public resources. Consequently, the board considers these developments to ensure that they are an efficient use of state resources; are appropriate to the role and mission of the institution(s); and provide for appropriate student, faculty, and staff support to ensure program quality.

A higher education center may be organized as a multi-institutional teaching entity or as a single university/college enterprise. Centers are often located on community college campuses. Centers may include agreements in which an institution brings in programs offered by another institution (e.g., a public or independent Washington institution and/or an institution outside Washington). Centers also may include co-location of two-year and four-year institutions or multiple four-year institutions sharing an off-campus site.

Typically, a higher education center would enroll students in multiple degree programs (two or more). Centers vary in size, but typically would enroll between 150 and 1,500 students.

Centers, relative to teaching sites, provide more extensive on-site student services and resources appropriate for a larger number of students. The governance structure of the center is at the discretion of the home institution and is consistent with policies at the “main” campus and other centers operated by the institution.

System Campus or New Four-year College or University

Establishing a new four-year college or university campus represents a substantial investment of state resources and requires significant planning. Prior to consideration for

creation of or transition to a four-year college, an institution may first operate as a center or branch campus to ensure that student, employer, and community demand exists.

Through the legislative process, the legislature and governor have the sole authority to establish system campuses or new four-year colleges or universities. The branch campuses operated by the University of Washington and Washington State University are classified as “system campuses” with the authority to offer major lines of study and types and levels of degrees authorized by law under RCW 28B.45.

The HECB may recommend to the legislature the creation of a new four-year institution or a change in status of an existing institution in response to student, employer, and community demand. A study of the feasibility for such an institution may be initiated by the board, an institution wishing a review of its status, or the legislature.

The HECB or an institution or consortium of institutions, in consultation with the HECB, must conduct a regional needs and feasibility study to determine the need for and scope of a proposed new four-year institution or campus.

Classification Procedure

The proposed classifications reflect consideration of a range of factors, including the size of the teaching site in terms of enrollments, program array, and capital; the capacity to provide local services to students and faculty; and the presence of a long-term commitment to serving students in the area.

A listing of existing off-campus teaching facilities with the proposed classifications is provided in Appendix A. These classifications will be reviewed with the institutions and circulated throughout the Washington higher education system for comment prior to board action in July.

Appendix A

Proposed Classification of Existing Off-Campus Teaching Facilities

Institution	Site	Program Array	Enrollments (2004-05 FTE)	Proposed Classificatio n
Central Washington University	Des Moines	5 Bachelor's and 3 Master's programs	484.9	Center
Central Washington University	Lynnwood	6 Bachelor's and 1 Master's	356.3	Center
Central Washington University	Moses Lake	1 Master's	2.9	Teaching Site
Central Washington University	Pierce County	2 Bachelor's	48.7	Teaching Site
Central Washington University	Wenatchee	1 Bachelor's and 1 Master's	22.2	Teaching Site
Central Washington University	Yakima	2 Bachelor's	48.3	Teaching Site
Eastern Washington University	Bellevue	3 Bachelor's	26.3	Teaching Site
Eastern Washington University	Everett	1 Master's	60.9	Teaching Site
Eastern Washington University	Kent	1 Master's	41.4	Teaching Site
Eastern Washington University	Lakewood (Pierce College)	1 Bachelor's	19	Teaching Site
Eastern Washington University	Moses Lake	1 Master's	8.2	Teaching Site
Eastern Washington University	Seattle (Shoreline CC)	1 Bachelor's	12	Teaching Site
Eastern Washington University	Seattle (South Seattle CC)	1 Master's	3	Teaching Site
Eastern Washington University	Spokane	5 Bachelor's, 11 Master's, 1 Doctorate, 1 Grad Certificate	808.1	Center
Eastern Washington University	Vancouver	1 Master's	44	Teaching Site
Eastern Washington University	Vancouver (Clark College)	2 Bachelor's	30.3	Teaching Site
Eastern Washington University	Yakima	1 Master's	22	Teaching Site
The Evergreen State College	Tacoma	BA or BS	230	Center
The Evergreen State College	Muckleshoot	BA or BS	13.3	Teaching Site
The Evergreen State College	Nisqually	BA or BS	5.6	Teaching Site
The Evergreen State College	Port Gamble/S'Kl	BA or BS	10.9	Teaching Site

	allam			
The Evergreen State College	Quinault	BA or BS	12.5	Teaching Site
The Evergreen State College	Skokomish	BA or BS	4.5	Teaching Site
The Evergreen State College	Greys Harbor	BA or BS	9.4	Teaching Site
University of Washington	None			
Washington State University	Aberdeen	1 Bachelor's	77.5 (includes enrollments at Centralia and Longview)	Teaching Site
Washington State University	Centralia	1 Bachelor's	See Aberdeen	Teaching Site
Washington State University	Longview	1 Bachelor's and 1 Graduate Certificate	See Aberdeen and Everett	Teaching Site
Washington State University	Everett	1 Graduate Certificate and 1 Master's	21 (includes enrollments at Longview, Puyallup, Wenatchee, and Renton)	Teaching Site
Washington State University	Puyallup	1 Graduate Certificate	See Everett	Teaching Site
Washington State University	Renton	1 Master's	See Everett	Teaching Site
Washington State University	Walla Walla	1 Bachelor's and 1 Master's	92.8 (Also includes enrollments at Wenatchee and Yakima)	Teaching Site
Washington State University	Yakima	1 Bachelor's and 1 Master's	See Walla Walla	Teaching Site
Washington State University	Wenatchee	1 Bachelor's, 1 Graduate Certificate, and 1 Master's	5.2 also see Everett and Walla Walla	Teaching Site
Washington State University	Spokane	4 Bachelor's, 12 Master's, 6 Certificates, and 2 Doctorates	710.7*	Center
Washington State University	Various / Non-Site Specific	8 Bachelor's, 1 Graduate Certificate, 2 Master's, and 1 Doctorate	830.3	N/A
Western Washington University	Anacortes	1 Master's (closed)	5.8	Teaching Site
	Bellingham	1 Bachelor's, 3 Certificates, and 1 Master's	116.9	Teaching Site
	Bremerton	2 Bachelor's and 1 Master's	104.7	Teaching Site
	Bremerton / Poulsbo	2 Bachelor's	13.4	Teaching Site
	Everett	2 Bachelor's, 1 Certificate, and 1 Master's	144.9	Center
	Mt. Lake Terrace	1 Certificate, 1 Master's	33.8	Teaching Site
	Oak Harbor	1 Bachelor's	32.8	Teaching Site
	Port Angeles	3 Bachelor's	2.2	Teaching Site
	Seattle	1 Bachelor's and 1	82.5	Teaching Site

		Master's		
	Shoreline	1 Bachelor's and 1 Master's	71.7	Teaching Site
Multi Institution Centers				
Riverpoint Center	Spokane	Washington State University and Eastern Washington University	1518.8 (some enrollments at other Spokane locations being moved to Riverpoint).	Center
Deccio Center	Yakima	Washington State University and Central Washington University		Center
Everett University Center	Everett	Everett Community College, Western Washington University, University of Washington, Bothell, Washington State University	Newly Restructured. Approximately 226 FTE delivered at sites in Everett currently; 250 Funded FTE for Fall 2006	Center
* WSU Spokane Enrollments based on Fall 2005 enrollments reported by OFM				



May 2006

Resident Tuition Eligibility of Washington Tribal Members

The Higher Education Coordinating Board (HECB) has begun the process to implement a rules change in response to legislation enacted in the 2005 session. The board will be asked to approve draft language for the revised rules and a public hearing as outlined in the attached proposed rulemaking form (CR-102).

Overview

Washington's public colleges and universities use a tiered tuition and fee structure in which nonresident students pay a premium to attend. State law (RCW 28B.15) directs the Higher Education Coordinating Board to establish rules to determine eligibility for resident status. The institutions implement the rules and determine the eligibility of individual students.

In most cases, the student or the student's family, if the student is a dependent, must have a bona fide domicile in Washington for at least one year prior to the academic year in which the student wishes to enroll. Native American students qualify for Washington resident tuition if they were a resident of Idaho, Montana, Oregon, or Washington during the prior year and if they are a member of certain American Indian tribes.

In 2005, the legislature and governor enacted ESHB 1607, which clarified the portion of the eligibility criteria dealing with tribal membership. The legislation struck a specific listing of tribes whose members would be eligible for resident tuition and fees and replaced it with a definition of eligible federally recognized tribes whose "traditional and customary tribal boundaries included portions of the state of Washington, or whose tribe was granted reserved lands within the state of Washington." The new language eliminates the need to revise the law every time a new tribe receives federal recognition.

Provisions of Revision

The proposed rules change would instruct institutions to reference the official list of federally recognized Washington tribes, maintained by the governor's Office of Indian Affairs, to determine eligibility. This language would eliminate the need to list specific eligible tribes in the Washington Administrative Code. The list of federally recognized Washington tribes is available online at <http://www.goia.wa.gov/>.

A second provision, which would not change under the amended language, is a requirement that the students be domiciled in one or a combination of the following states: Idaho, Montana, Oregon, or Washington.

Next Steps

- Upon the board's approval of the proposed draft language and hearing schedule, HECB staff will hold a public hearing on July 19, 2006, from 1 p.m. to 3 p.m., at the HECB office in Olympia.
- At the September 28, 2006 meeting, the board will be asked to approve the final language for the rules change.
- The revised rules will take effect in November 2006.

RESOLUTION NO. 06-13

WHEREAS, The Higher Education Coordinating Board is directed by RCW 28B.15.015 to adopt rules and regulations to be used by the state's public colleges and universities in determining a student's resident or nonresident status; and

WHEREAS, The legislature passed ESHB 1607, which became law on July 24, 2005; and

WHEREAS, The bill struck a specific listing of eligible federally recognized tribes and replaced it with a definition of an eligible tribe; and

WHEREAS, Residency rules regarding student classification (WAC 250-18-020) must reflect these changes;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the draft language in the proposed rules and the scheduled public hearing.

Adopted:

May 25, 2006

Attest:

Gene J. Colin, Chair

Jesus Hernandez, Secretary



PROPOSED RULE MAKING

CR-102 (June 2004)

(Implements RCW 34.05.320)

Do **NOT** use for expedited rule making**Agency:** Higher Education Coordinating Board

- ☒ **Preproposal Statement of Inquiry was filed as WSR 06-09-057** ; or
☐ **Expedited Rule Making--Proposed notice was filed as WSR** ; or
☐ **Proposal is exempt under RCW 34.05.310(4).**

- ☐ **Original Notice**
☐ **Supplemental Notice to WSR** _____
☐ **Continuance of WSR** _____

Title of rule and other identifying information: (Describe Subject) Residency Classification for Higher Education Student Classification. The proposed change would amend the rules pertaining to the eligibility for "resident" status for tuition and fee purposes at public institutions of higher education within Washington. Specifically, the amendment would strike language specifying federally recognized tribes whose members would qualify for resident tuition and instead refer institutions to the list of tribes maintained by the Governors Office on Indian Affairs to determine eligibility.

Hearing location(s): Higher Education Coordinating Board**Submit written comments to:**

Name: Randy Spaulding, Ph.D.

Address: 917 Lakeridge Way SW

Olympia, WA 98504

e-mail randys@hecb.wa.gov

fax (360)753-7808 by (date) August 11, 2006

Date: July 19, 2006 Time: 1:00 to 3:00 p.m.

Assistance for persons with disabilities: Contact

Belma Villa by August 11, 2006

TTY () or (360) 753-7810

Date of intended adoption: 9-28-06(Note: This is **NOT** the **effective** date)

Purpose of the proposal and its anticipated effects, including any changes in existing rules: ESHB 1607 changed the eligibility for "resident" status for tuition and fee purposes of tribal members. The legislation struck a specific listing of eligible tribes in statute and replacing it with a definition of eligible federally recognized tribes whose "traditional and customary tribal boundaries included portions of the state of Washington, or whose tribe was granted reserved lands within the state of Washington"

Rather than recreate a list of eligible tribes in the Washington Administrative Code that may become outdated requiring future code revisions, the proposed rule change would instruct institutions to reference the official list of federally recognized Washington tribes maintained by the Governor's Office of Indian Affairs to determine eligibility. The list of Federally recognized Washington tribes may be found online at <http://www.goia.wa.gov/>.

Statutory authority for adoption:**Statute being implemented:****Is rule necessary because of a:**

Federal Law?

☐ Yes ☒ No

Federal Court Decision?

☐ Yes ☒ No

State Court Decision?

☐ Yes ☒ No

If yes, CITATION:

DATE**NAME** (type or print)**SIGNATURE****TITLE****CODE REVISER USE ONLY**

(COMPLETE REVERSE SIDE)

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:

N/A

Name of proponent: (person or organization) Higher Education Coordinating Board

- ☐ Private
☐ Public
☒ Governmental

Name of agency personnel responsible for:

Name	Office Location	Phone
Drafting..... Randy Spaulding	917 Lakeridge Way SW, Olympia, WA	(360) 753-7823
Implementation....Randy Spaulding	917 Lakeridge Way SW, Olympia, WA	(360) 753-7823
Enforcement.....Randy Spaulding	917 Lakeridge Way SW, Olympia, WA	(360) 753-7823

Has a small business economic impact statement been prepared under chapter 19.85 RCW?

☐ Yes. Attach copy of small business economic impact statement.

A copy of the statement may be obtained by contacting:

Name:

Address:

phone () _____

fax () _____

e-mail _____

☒ No. Explain why no statement was prepared. The proposed rules change is a technical change required due to a change in the RCW and would apply to public higher education institutions in the determination of residence status of students.

Is a cost-benefit analysis required under RCW 34.05.328?

☐ Yes A preliminary cost-benefit analysis may be obtained by contacting:

Name:

Address:

phone () _____

fax () _____

e-mail _____

☒ No: Please explain: The rules change removes the list of eligible tribes from the WAC and refers institutional staff to a list maintained by the governors office. No fiscal impact is anticipated.

WAC 250-18-020 Student classification. (1) For a student to be classified as a "resident" for tuition and fee purposes, he or she must prove by evidence of a sufficient quantity and quality to satisfy the institution that he or she:

(a)(i) Has established a bona fide domicile in the state of Washington primarily for purposes other than educational for the period of one year immediately prior to commencement of the first day of the semester or quarter for which he or she has registered at any institution; and

(ii) Is financially independent; or

(b) Is a dependent student, one or both of whose parents or legal guardians have maintained a bona fide domicile in the state of Washington for at least one year immediately prior to commencement of the semester or quarter for which the student has registered at any institution provided that any student who has spent at least seventy-five percent of both his or her junior and senior years in high school in this state, whose parents or legal guardians have been domiciled in the state for a period of at least one year within the five-year period before the student graduates from high school, and who has enrolled in a public institution of higher education within six months of leaving high school, shall be considered a resident only for as long as the student remains continuously enrolled for three quarters or two semesters in any calendar year; or

(c) Is a person who has completed the full senior year of high school and obtained a high school diploma - both at a Washington public or private high school approved under chapter 28A.195 RCW (or who has received the equivalent of a diploma). The person must have lived in Washington at least three years immediately prior to receiving the diploma (or its equivalent), and lived continuously in Washington state after receiving the diploma (or its equivalent) until the time of admittance to an institution of higher education (defined as a public university, college, or community college within the state of Washington). In addition, the person must provide an affidavit to the institution indicating that the individual will file an application to become a permanent resident at the earliest opportunity the individual is eligible to do so. Furthermore, the individual must indicate a willingness to engage in other activities necessary to acquire citizenship, including, but not limited to, citizenship or civics review courses; or

(d) Is a student who is on active military duty stationed in the state, or who is a member of the Washington national guard; or

(e) Is the spouse or dependent of an active duty military person stationed in the state of Washington; or

(f) Is a student who resides in Washington and is the spouse or dependent of a member of the Washington national guard; or

(g) Is a student of an out-of-state institution of higher education who is attending a Washington state institution of higher education pursuant to a home tuition program agreement under RCW 28B.15.725; or

(h) Is a student domiciled for one year in one or a combination of the following states: Idaho, Montana, Oregon, or Washington, and is a member of ~~((one of the following American Indian tribes:~~

- ~~(i) Colville Confederated Tribes;~~
- ~~(ii) Confederated Tribes of the Chehalis Reservation;~~
- ~~(iii) Hoh Indian Tribe;~~
- ~~(iv) Jamestown S'Klallam Tribe;~~
- ~~(v) Kalispel Tribe of Indians;~~
- ~~(vi) Lower Elwha Klallam Tribe;~~
- ~~(vii) Lummi Nation;~~
- ~~(viii) Makah Indian Tribe;~~
- ~~(ix) Muckleshoot Indian Tribe;~~
- ~~(x) Nisqually Indian Tribe;~~
- ~~(xi) Nooksack Indian Tribe;~~
- ~~(xii) Port Gamble S'Klallam Community;~~
- ~~(xiii) Puyallup Tribe of Indians;~~
- ~~(xiv) Quileute Tribe;~~
- ~~(xv) Quinault Indian Nation;~~
- ~~(xvi) Confederated Tribes of Salish Kootenai;~~
- ~~(xvii) Sauk Suiattle Indian Nation;~~
- ~~(xviii) Shoalwater Bay Indian Tribe;~~
- ~~(xix) Skokomish Indian Tribe;~~
- ~~(xx) Snoqualmie Tribe;~~
- ~~(xxi) Spokane Tribe of Indians;~~
- ~~(xxii) Squaxin Island Tribe;~~
- ~~(xxiii) Stillaguamish Tribe;~~
- ~~(xxiv) Suquamish Tribe of the Port Madison Reservation;~~
- ~~(xxv) Swinomish Indian Community;~~
- ~~(xxvi) Tulalip Tribes;~~
- ~~(xxvii) Upper Skagit Indian Tribe;~~
- ~~(xxviii) Yakama Indian Nation;~~
- ~~(xxix) Coeur d'Alene Tribe;~~
- ~~(xxx) Confederated Tribes of Umatilla Indian Reservation;~~
- ~~(xxxi) Confederated Tribes of Warm Springs;~~
- ~~(xxxii) Kootenai Tribe; and~~

~~(xxxiii) Nez Perce Tribe))~~ a federally recognized tribe whose traditional and customary tribal boundaries included portions of the state of Washington, or whose tribe was granted reserved lands within the state of Washington. The official list of federally recognized Washington tribes maintained by the governor's office of Indian affairs shall be used to determine eligibility.

(i) Is a student who is a resident of Oregon residing in Columbia, Gilliam, Hood River, Multnomah, Clatsop, Clackamas, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, or Washington county. The student must meet the following conditions:

(i) Is eligible to pay resident tuition rates under Oregon laws and has been domiciled in one or more of the designated Oregon counties for at least ninety days immediately prior to enrollment at a community college located in the following Washington counties: Asotin, Benton, Clark, Columbia, Cowlitz, Franklin, Garfield, Klickitat, Pacific, Skamania, Wahkiakum, or Walla Walla; or

(ii) Is a student enrolled for eight credits or less at the Tri-Cities branch or Vancouver branch of Washington State University.

(2) A student shall be classified as a "nonresident" for tuition and fee purposes if he or she does not qualify as a resident student under the provisions of subsection (1) of this section. A nonresident student shall include a student if he or she:

(a) Will be financially dependent for the current year or was financially dependent for the calendar year prior to the year in which application is made and who does not have a parent or legally appointed guardian who has maintained a bona fide domicile in the state of Washington for one year immediately prior to the commencement of the semester or quarter for which the student has registered at an institution;

(b) Attends an institution with financial assistance provided by another state or governmental unit or agency thereof wherein residency in that state is a continuing qualification for such financial assistance, such nonresidency continuing for one year after the completion of the quarter or semester for which financial assistance is provided. Such financial assistance relates to that which is provided by another state, governmental unit or agency thereof for direct or indirect educational purposes and does not include retirements, pensions, or other noneducational related income. A student loan guaranteed by another state or governmental unit or agency thereof on the basis of eligibility as a resident of that state is included within the term "financial assistance;"

(c) Is not a citizen of the United States of America, unless such person holds permanent or temporary resident immigration status, "refugee - parolee," or "conditional entrant" status or is not otherwise permanently residing in the United States under color of law and further meets and complies with all applicable requirements of WAC 250-18-030 and 250-18-035.

(3) A person does not lose a domicile in the state of Washington by reason of residency in any state or country while a member of the civil or military service of this state or of the United States, nor while engaged in the navigation of the waters of this state or of the United States or of the high seas if that person returns to the state of Washington within one year of discharge from said service with the intent to be domiciled in the state of Washington.

(4) Any resident dependent student who remains in this state when such student's parents or legal guardians, having theretofore been domiciled in this state for a period of one year immediately prior to commencement of the first day of the semester or quarter for which the student has registered at any institution, move from this state, shall be entitled to continued classification as a resident student so long as such student is continuously enrolled during the academic year.